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ABSTRACT

This resource package has been developed to assist Canadian youth with disabilities in making the transition from high school to postsecondary education or from postsecondary education to the world of work. The steps for the transitions are clearly described in the package; the supports are identified; and the final career requirements are documented. Relevant information is offered to empower youth to connect with services and programs that are designed to assist with the transition to postsecondary education. New resources developed especially for this package cover a wide range of topics, including: (1) labor market information, trends, and career projections; (2) services available on the electronic highway to assist students and job seekers; (3) a discussion on self-esteem; (4) workplace accommodations and a related bibliography; (5) discussing a disability with a service provider or employer; (6) resume writing; (7) a description of student financial assistance programs in Canada; (8) a list of scholarships and grants for postsecondary students with disabilities; (9) a summary of groups for students with disabilities, caucuses, and committees in different colleges and universities across Canada; and (10) a contact list of offices which provide services for students with disabilities at universities and colleges in Canada. (Contains 44 references.) (CR)

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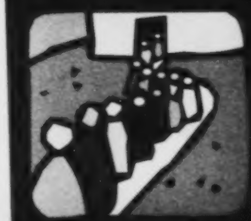

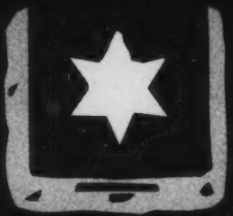

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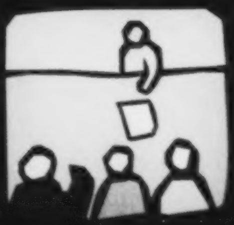

Career Choices For Youth With Disabilities

Resource Package

July, 1997

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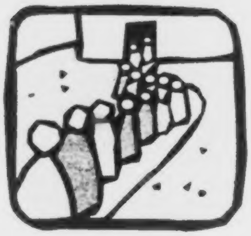

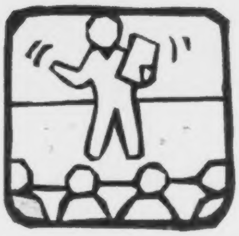

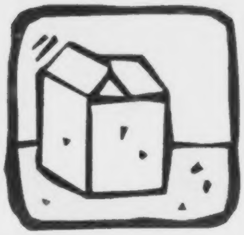

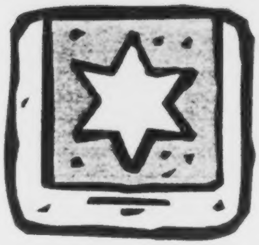

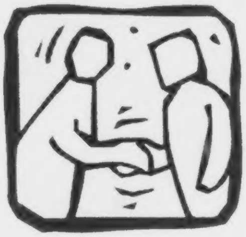

Transition From School To Work

Career Choices For Youth With Disabilities

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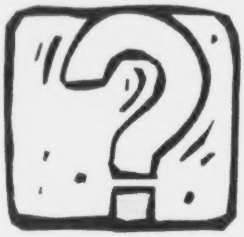

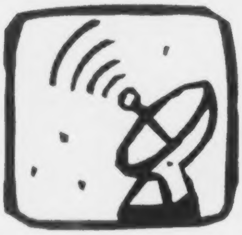

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This package was developed and written by Sue Wheeler, M.Ed. (in counselling). We would like to acknowledge the assistance of an Advisory Group represented by Human Resources Development Canada, Canadian Guidance and Counselling Association, Canadian School Boards Association, Canadian Association of Principals, Canadian Council of Exceptional Children, Canadian Teachers' Federation, DiscoverAbility, and the Employer Advisory Council to NEADS.

Additional information for the package has been written and prepared by David Hubka and Emer Killean from the report *Employment Opportunities for Post-Secondary Students and Graduates With Disabilities: A National Study* (NEADS, July, 1996). Materials relating to financial assistance for post-secondary study and contacts at colleges and universities — service providers and students' organizations —are provided from NEADS' files. We would like to thank Employability and Social Partnerships, Human Resources Development Canada for supporting the creation of the package.

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Introduction/Acknowledgements

This Resource Package has been developed to assist youth with a disability in making the transition from high school to post-secondary education or from post- secondary education to the world of work. It has been developed for a project that is called "Transition From School to Work: Career Choices for Youth With Disabilities." The project and the package that you are now reading have been funded by Employability and Social Partnerships of Human Resources Development Canada.

The National Educational Association of Disabled Students (NEADS) is a consumer organization, with a mandate to encourage the self-empowerment of post-secondary students with disabilities. NEADS advocates for increased accessibility at all levels so that disabled students may gain equal access to a college or university education, which is their right. In keeping with the mandate of the Association, this is a package that will empower youth with disabilities to make decisions about their future.

Our economy is rapidly changing. As a result, the make-up of the Canadian labour force is evolving to keep up with new technologies, global markets and diversity. In order to be prepared for this environment, persons with disabilities need to develop the skills and experience that will be in demand. Young people with disabilities have traditionally been oriented towards career choices that were perceived as "appropriate" to their disability, thus preventing them from exploring the wide range of training and career options offered to their non-disabled peers.

This publication will show that there are a number of transitions involved for youth with disabilities who wish to participate in the labour market. Essentially, one must move from school (high school), to school (post-secondary education), to work — in accommodating, accessible environments. The steps for the transitions are clearly described in the package, supports identified, and final career requirements documented.

Contained within the package are resources that will assist students in making informed choices about their education and work futures. Relevant information is offered to empower youth to connect with services and programs that are designed to assist with the transition to post-secondary education. New resources developed especially for this package cover a wide range of topics including:

- Labour market information, trends and career projections.
- Services available on the "electronic highway" to assist students and job seekers, for example, Schoolnet and INDIE (Integrated Network of Disability Information and Education).
- A discussion on self-esteem.
- Workplace accommodations and a related bibliography.
- Discussing your disability with a service provider or employer.
- Résumé writing.

Plus a whole lot more!

The guide also presents various materials that will compliment the above resources such as:

- A description of student financial assistance programs in Canada.
- A list of scholarships and grants for post-secondary students with disabilities.
- A summary of disabled students' groups, caucuses and committees in different colleges and universities across Canada.
- A contact list of offices which provide services for disabled student services at universities and colleges in Canada.

Introduction/Acknowledgements

Transitions are challenging for all students and indeed perhaps a bit more challenging for youth with a disability. The goal of this project is to make easily available, in one package, services and resources that will assist youth with a disability to move successfully from the educational setting to the employment market. The objective is to ensure that youth with a disability have access to:

- A wide range of career choices.
- Information about labour market trends.
- Knowledge about skills and education required to participate in today's and tomorrow's marketplace.

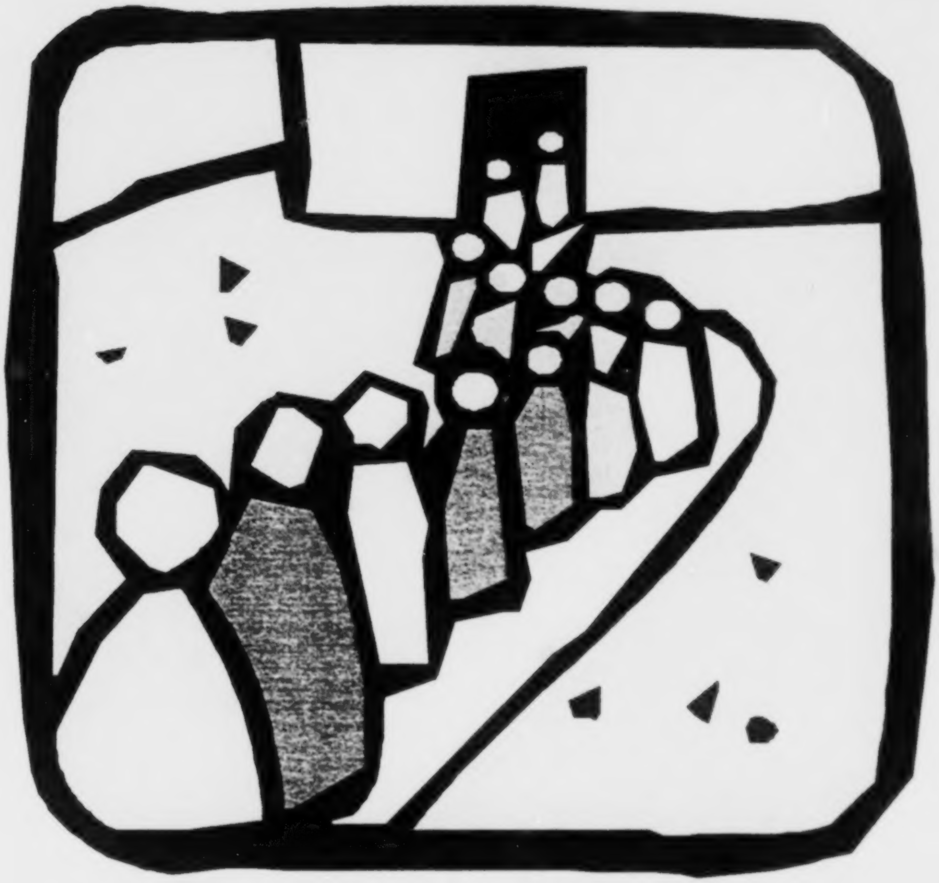
This package is designed to increase knowledge of employment opportunities for youth with disabilities, and it will also encourage youth to see the value of post-secondary training and skills development.

NEADS acknowledges the Advisory Group for this project and is thankful for their ideas in the development of this package and feedback on its final content. The group includes:

- Human Resources Development Canada
- Canadian Guidance and Counselling Association
- Canadian School Boards Association
- Canadian Association of Principals
- Canadian Council for Exceptional Children
- Canadian Teachers' Federation
- DiscoverAbility
- Employer Advisory Council (EAC) to NEADS

I would also like to thank the participants who attended a youth focus group in Toronto on April 1st, 1996 and the students who met in Peterborough on April 21st, 1996. Their contributions were vitally important to the overall development of this resource package. The energy and honesty of these students have ensured that this is a practical and useful resource for readers. Comments from participants in the two meetings have been included throughout the document in the margins.

Sue Wheeler M.Ed. (in Counselling)
(NEADS Consultant)



The Transition From High School to Post-Secondary Education

1

Centres for Disabled Student Services and Disabled Students' Groups

A post-secondary education is becoming increasingly important as we move towards the 21st century. It is the right of every individual to education at all levels. People with disabilities are increasingly seeking the right to a higher education in an accessible environment so that they may fully contribute as members of society, utilizing their talents and abilities. The transition from high school to post-secondary education is a crucial step towards realizing your career aspirations and goals.

Offices for students with disabilities on post-secondary campuses offer a wide range of services that can help to make a student's educational experience more accessible and equitable. A number of students with disabilities consulted in the development of this Resource Package highly recommended getting connected with a centre for students with disabilities. They credited this connection as one of the most helpful resources in making the transition from high school to post-secondary education.

A first step in making the connection with a disability resource centre is to disclose the needs that you have. Your needs must be made known in order to access the services that may be available to you. Your academic institution should be made aware of the accommodations you will require in order to be of assistance to you.

The centres offer a wide range of services that you may not be aware of. These services can help to make your life at university or college more manageable. Not every centre offers the same type of service; therefore if you are in the process of selecting a university or college and require a specific accommodation, it may be helpful to check ahead of time to see if the services you need are provided at your school of choice. Another important thing to remember, is that you should choose a school which suits your academic interests first. After all, you are a student pursuing post-secondary education, like any other student. Accommodations relating to your disability can be explored after you are certain that the college or university offers the program of study which suits you.

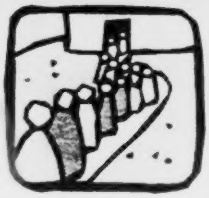
NEADS has developed a *Resource Directory of Disabled Student Services at Canadian Universities and Colleges*. This is a detailed guide on services offered at over 140 of Canada's post-secondary institutions. The latest edition of the directory, released in January 1993, includes information on academic programs, administrative contacts, published resources, assistive devices/technical aids, various specialized services, and accessibility features at universities and colleges. Currently 287 pages in length, this publication is an excellent reference source, with materials compiled according to the kind of information that students request from the NEADS office when they are looking at programs and service provision at their school of choice. Contact the NEADS office for more information on this publication.

Many centres will ask for medical certification of your disability, so if you do not already have a certificate you may want to consider contacting your medical doctor. This information can ensure that appropriate accommodations in the college or university environment are made available to you. On the other hand, always remember that ultimately the decision is yours with respect to the release of personal and medical information.

The following list offers a sample of the types of services that may be available through a disability centre. **The list is far from complete.** However, it should give you a sense of the range of services that are typically offered:

- Advocacy
- Tutoring
- Counselling
- Exam and assignment accommodations
- Specialized equipment
- Information on financial aid, housing, parking, transportation
- Attendant care; either on campus or in the community
- Provision of alternative format materials

If you are looking for peer support, you can consider making contact with a campus based group, caucus or committee of



students with a disability. A group of students with disabilities may or may not provide services. For example, such groups often decide to have strictly a social function. If you would like to connect with other students who have disabilities, find out if the college or university has a disabled students' group.

A publication that you might find useful with respect to personal advocacy and the provision of services is *Reflections and Actions For An Accessible Post-Secondary Environment*. This is a publication developed by NEADS and it was created for faculty members and service providers who are considering accommodations for students with disabilities in the "learning environment" of college and university education. It has been written in a proactive way to reflect the perspectives of students and graduates with disabilities as it addresses the challenges of the post-secondary setting. In fact, a number of sections of the package will empower students to organize themselves and advocate for change on their campuses. Ninety-one pages in length, Reflections and Actions includes eight sections and an extensive bibliography. The eight sections of the package look at the key topics of concern: creating an accessible environment, establishing the most effective services for students with disabilities, starting and maintaining an advocacy group and tackling such important areas as acquiring funding to go to school and realizing employment opportunities after graduation. Contact the NEADS office if this publication is of interest to you.

Like Disabled Student Services Offices, Disabled Students' Groups work in a number of different areas which may be of benefit to you as a student with a disability. Listed below are various functions that are often served by these groups:

1) A peer support service for students with disabilities: *As part of a peer support service, special orientation workshops for first year students can be arranged. The disability service office at your school may offer some type of orientation, but such a service can leave out important information that can only be provided adequately by other students with disabilities. Peer support can encompass all facets of the academic and social experience of post-secondary education.*

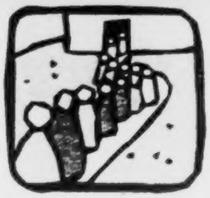
2) An information or resource centre for interested students: *The group you connect with may have developed a library of resources on issues relating to disability. They may have available magazines, books and various kinds of writing on the subject of disability that will inform and enlighten those who use these resources.*

3) A drop in centre to provide a meeting place for members as well as specific services and supports: *Part of the centre's operations may be to provide needed services such as a resting area, photocopying privileges, peer tutoring, note-taking, and a TTY line for communication with and for deaf or hard of hearing persons. The group may also run awareness-raising events for the campus population as a whole.*

4) An advocacy and support network for students with disabilities: *The group may decide to advocate for specific projects, services and programs that will make the school environment more accessible. For example, organizations of students with disabilities are often involved in fundraising ventures. In addition, members can publicise the organization's position on disability issues in the community at large. This kind of activity will expose the organization to other like minded groups which can become allies in ongoing advocacy work.*

In the appendix of the Resource Package we have included two lists that will help you connect with important services and advocates on college and university campuses across Canada: "Contacts For Disabled Student Services At Universities and Colleges Across Canada" and "Disabled Students', Groups, Caucuses and Committees." These lists are updated regularly by the NEADS office.

"Yes, my guidance counsellor was great; she was there for everything. I could go to her about my school selection, or I could go to her if I was having problems in school, or if I was having a conflict with a teacher. She was there for everything and I think lots of guidance counsellors are like that... I did want to make a valuable point, it doesn't matter if you are disabled or not, we are all going through the same sort of thing when we are teenagers making the transition from being a teenager to a young adult. There may be different transitions that those of us who are disabled have to make, like arranging our own attendant care services. We need to learn to take care of ourselves instead of others taking care of us all the time"



Sources of Available Funding for Post-Secondary Education

The following section provides an overview of financial assistance programs available to students with disabilities pursuing post-secondary education. These assistance programs include the Vocational Rehabilitation of Disabled Persons Program, Canada Student Loans, provincial student loans and grants, as well as scholarships. An understanding of these programs will help students to become more aware of the sources of support that are available. It is important to understand that there are many different scholarships and awards that your financial aid officer can direct you to, if you fit the criteria for the scholarship you are entitled to apply. The following sources of funding available are, for the most part, disability specific programs. Ask your financial aid officer for additional information if you need more information on other scholarships, awards and bursaries.

Features of the Canada Student Loans Program

The Canada Student Loans Program aims to increase educational opportunities for individuals who do not have sufficient financial resources to meet the costs of post-secondary education. Currently, the Canada Student Loans Program provides a number of features for "students with permanent disabilities." As of August 1, 1995, the program has been modified to take into consideration the extra costs of disability in pursuing college or university study and the fact that it may take a disabled student a longer period of time to complete a degree or diploma.

In the first place, students with disabilities can pursue 40% of a full-time program of study and be considered to have full-time status. Twenty percent of a full course load is the amount allowed for qualification as a part-time student. In addition, disabled students who are unable to repay their loans because of disability may be eligible for "forgiveness" on re-payment. This applies to borrowers with a permanent disability that reduces their earning potential to such an extent that repayment would cause severe financial hardship. In cases such as these, loans are written off.

Most importantly, the new Canada Student Loans Program offers Special Opportunity Grants to students with disabilities who qualify. Types of disabilities that are eligible include: deafness, hardness of hearing, blindness, visual impairment, physical disability, learning disability, and other disabilities such as head injuries or a mental health condition. In 1995-96, about 1,051 college and university students with disabilities received $3.7 million in assistance under the program (an average of $2,516 per student). These figures have been compiled by the Student Assistance Branch, Learning and Literacy Directorate, Human Resources Development Canada.

See your financial aid officer on campus for an application for the Canada Student Loans Program — Assistance For Students With Permanent Disabilities and to have your situation assessed.

Features of the Vocational Rehabilitation of Disabled Persons Program

The goal of the Vocational Rehabilitation of Disabled Persons Program (VRDP) is to ensure that people with dsabilities achieve the maximum economic independence possible. It helps people with disabilities to access training programs which enable them to develop employablity skills. Training for employment may take place in apprenticeship programs and in on-the-job situations. VRDP may also support individuals for the attainment of certificates, diplomas or degrees in universities and colleges. For the purpose of university and college education, the program may provide eligible applicants with allowances to cover their tuition, books, supplies or other expenses related to education. Also, support services such as attendants, interpreters, tutors and technical aids may be available to the applicants. Furthermore, the program may provide allowances for daily living needs and counselling.

VRDP is cost-shared with the provinces. As of March, 1996, the current agreement with the provinces for the federal VRDP Act expired. However, it is the intention of Human Resources Development Canada to extend the funding and services of the program under the Human Resources Investment Fund for at least one more year. The federal government contribution to VRDP has been about $188 million per year, the money covers 50% of the cost of provincially operated VRDP programs.

When NEADs conducted its *Study of Financial Assistance Available to Post-Secondary Students With Disabilities: Accommodating Individual Needs For the Future* (1993), 44% of the 384 students who participated in the study indicated that their total income from all sources (including student assistance programs) was not sufficient to cover the cost of their education. 43% of the respondents to the 1993 NEADS study reported receiving VRDP funding.

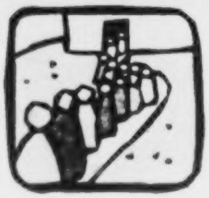
Provincial Student Assistance Programs

With the exception of Quebec and the Northwest Territories which do not participate in the program, the provincial governments have the authority to issue Canada Student Loans. In most provinces, when the assessed students' needs are not met by Canada Student Loans allowances, provinces supplement students' resources with provincial loans and grants/bursaries. In the area of student loans and grants, students with disabilities receive a variety of different program options depending upon their province of study. The following section provides a description of the major administrative differences among provincial student financial assistance programs. It also provides information concerning provincial assistance programs available to students with disabilities where special allowances for these students have been incorporated into the program.

Alberta

In Alberta the VRDP Program is operated through the provincial Department of Advanced Education. An article by Fran Vargo in the November, 1995 edition of *Status Report* — a magazine of The Premier's Council on The Status of Persons With Disabilities — called "VRDP In Transition" provides an excellent overview of the priorities in the province with respect to this program. Vargo informs the reader that the 1995-96 school year was a period of transition for VRDP: "...students with disabilities wishing to begin post-secondary education were treated like other post-secondary students in the province."

What Vargo means by this statement is that students with disabilities who applied to begin their program of study in 1995-96 received loan support for tuition and living expenses through the provincial student aid authority, the Student Finance Board. For costs specifically associated with the disability, students apply through the



Special Opportunity Grants Program of Canada Student Loans. They are eligible under this program for a grant of up to $5,000 (60% federal support, 40% provincial support).

However, all students who were approved for VRDP support for the 1994 school year and before, will receive funding under VRDP until the end of their post-secondary program. These students will continue to receive full funding support under VRDP, including tuition, books, living expenses and disability related supports.

> *"I'm not sure that my counsellors knew about VRS because I never heard about it until today. So ask! I think that is an important thing to do. I didn't ask for a whole lot in high school because I didn't know that I could. If you know that you can, you can go anywhere that you want and get anything that you want."*

Vargo outlines the priorities of VRDP, and defines support under the program as applying to cases "where the disability creates a barrier to the pursuit of employment." She lists seven categories of disability supports that are considered fundable:

- extra time to complete a program beyond the SFB limit, if related to the disability;
- assistive services, including tutors, interpreters and note takers;
- support for assistive technology which improves functional capabilities and training and set-up services that are associated;
- transportation costs to and from school because of the disability;
- funding to attend Gallaudet University in Washington, D.C., including travel expenses and the additional cost of tuition.

As of 1995-96, the areas listed above will also be covered initially under the combined federal and provincial Special Opportunity Grants funding up to $5,000. Where there are additional costs beyond $5,000 these will be covered by VRDP.

The announced changes in funding under the Canada Health and Social Transfer will have an impact in Alberta. Vargo says that the province will lose about $300 million in 1996-97 and that the money that is transferred to the provinces in a lump sum does not include the federal share of VRDP. It is recognized in the article that students across the country are concerned about the impact of these changes and believe that there will be increases in the level of tuition fees as a result. Vargo goes on to say, however, that this does not mean that the provinces have to answer these cutbacks to the detriment of students with disabilities:

"Provinces may respond to these changes differently. In Alberta, it is possible that this loss of revenue from the federal government will be viewed as just that — a loss of revenue. That means the Alberta government could decide to maintain funding levels to post-secondary institutions and students and make up the difference in overall revenues in other ways. Just because the losses will come from specific areas (i.e. health, social services, education) does not mean that provinces must make reductions in these areas."

British Columbia

Students with disabilities studying in post-secondary programs in British Columbia are eligible for funding from the Vocational Rehabilitation Services (VRS) program and the Canada Student Loans Program. As of the fall of 1995, British Columbia became a participant in the program of Assistance For Students With Permanent Disabilities under Canada Student Loans. At that point in time students were eligible for Special Opportunity Grants under the program.

The VRS support is administered by the Ministry of Education, Skills and Training. VRS supports access to training, education and employment opportunities in British Columbia. The range of vocational rehabilitation services which are considered supportable under this cost-shared program with the federal government are: assessment; training; allowances; books and supplies; technical aids; restorative goods; modifications to vehicles and workplaces.

Clearly in B.C. as in other provinces the support for college and university study under VRS applies primarily to undergraduate study of courses which would be considered to have a "direct application to the labour market." This description of the program can be found in the *Background Paper: Post-Secondary Access For Students With Disabilities*. This means that graduate studies are not generally fundable unless there is agreement between the individual student and the VRS consultant that studies beyond an undergraduate level are necessary to gain entrance into the employment market in a particular field.

A key point when considering VRS support in British Columbia, and this applies across the country, is that the program does not assume the support services which are provided by the post-secondary institution.

Manitoba

In Manitoba, the Department of Education and Training has the authority to issue Canada Student Loans (CSLP) assistance. Full-time students whose needs exceed the maximum CSL assistance are eligible for Manitoba Government Bursaries. The province offers the Assistance for Students With Permanent Disabilities and Special Opportunity Grants under the Canada Student Loans Program to disabled students in full and part-time programs of study (up to a maximum of $5,000 per loan year).

Newfoundland

In the province of Newfoundland applicants are only considered for a Special Opportunity Grant if they have a need that cannot be met through VRDP or the traditional Canada Student Loans Program. The maximum amount available in the form of a grant is $3,000 per loan year. Students interested in pursuing post-secondary studies through VRDP can find application forms at the district offices of the Department of Social Services. Applications should be received by the department at least two months prior to the commencement of studies. Funding is available only to those persons who demonstrate that their disability will affect their ability to pursue gainful employment. Financial and counselling assistance are available to support: tuition, books, transportation and maintenance. In the area of "restorative services" medical services and supplies are covered along with "treatment and mechanical services which may be expected to eliminate or reduce a handicapping condition within a reasonable period of time." Beyond the post-secondary experience, the VRDP program in Newfoundland will cover costs relating to the pursuit of employment following graduation.

In a letter to the NEADS office dated January 4, 1996, Ruth Walsh of Memorial University's Glenn Roy Blundon Centre relayed information about the VRDP Program in the province. Her comments reflect primarily the experience of Memorial University students, and how students at the university have "traditionally learned about the VRDP Program." The main methods of communicating details about the program, aside from the Ministry's published material are: itinerant high school teachers, counsellors at community agencies which provide support to persons with disabilities (for example: Canadian National Institute For The Blind, the Newfoundland Coordinating Council on Deafness, and the Canadian Paraplegic Association), other students in receipt of VRDP funding, and the Blundon Centre — through information packages, publications and direct contact with the centre.

Walsh highlighted a number of problems with the program in her letter that have been brought to her attention by students with disabilities. They include: delays receiving final funding approval (i.e. the semester has begun, and a student's adaptive equipment has not yet been approved or ordered); difficulty receiving funding to employ tutors (e.g. insufficient funding is approved; professors are asked to provide the social worker with the number of tutorial hours the student will require — rather than asking the student directly); extensive bureaucracy which creates difficulties in reaching the social workers in the program, along with a frequent turnover of social workers; the absence of a "written" policy for the administration of the program in Newfoundland; funding decisions are not implemented consistently from office to office throughout the province; and insufficient funding to cover living expenses.

Walsh also finds that students are frequently being asked by social workers administering the VRDP program to update their medical information. She notes that this is especially frustrating in cases where applicants have already provided medical documentation which clearly states their condition to Social Services. Another problem is with respect to the sensitivity of social workers. Students have indicated that there needs to be greater training of these frontline workers to insure that they are sensitive and understanding of persons with disabilities. Also, the VRDP program and its counsellors have been known to encourage students with disabilities to assume a heavier than manageable program of study.

Northwest Territories

In a letter to the Association (September 12, 1995) from Ernie Comerford, Manager, Student Services, Northwest Territories, Ministry of Education, Culture and Employment we were provided with information on funding for post-secondary study in the NWT. Mr. Comerford wrote, in part, "The Student Financial Assistance (SFA) Program Operated in the Northwest Territories is rather unique in Canada in many respects. Our program was designed to cover the diverse population of aboriginal and non-aboriginal students. A very large percentage of our students attend schools in Southern Canada and in fact, we annually have students at over 175 institutions in Canada and elsewhere in the world."

"In 1988, the Northwest Territories opted out of the Canada Student Loans Program (CSLP) for many reasons including the obvious lack of banking facilities available to our students. We replaced the CSLP with our own Needs Assessed Loan Program which, while similar to the CSLP, has some differences to accommodate our unique population. The Northwest Territories receives an annual alternative payment from the Federal Government since we do not participate in the CSLP and this covers the costs of our Needs Assessed Loan Program."

"The NWT SFA program does not have specific "policies" or "programs" solely for students with disabilities; however we do accommodate students on an as-needed basis. In previous years, Special Grant funds were made available to students to assist them with special needs in areas such as special equipment and tutorial assistance. The number of students requiring this assistance has been relatively few on an annual basis."

Nova Scotia

The Vocational Rehabilitation of Disabled Persons Program in Nova Scotia is utilized in much the same way as it is elsewhere in the country. The main objective is to train or re-train individuals for "gainful employment." Applicants with disabilities who are interested in receiving VRDP support for post-secondary study must apply directly to the Rehabilitation and Community Services Division of Community Services. Training initiatives that are recommended as part of an individual's vocational plan is sponsored either the Department of Advanced Education and Job Training or the Canada Employment and Immigration Commission (CEIC).

In Nova Scotia, students are eligible for a combination of Canada Student Loans and the Nova Scotia Government Bursary. The programs are administered in the province by the provincial Department of Advanced Education and Job Training. Students with disabilities are provided with Canada Student Loans funding under the Assistance For Students With Permanent Disabilities Program, which includes Special Opportunity Grants.

New Brunswick

Students with disabilities who are studying in New Brunswick have access to both VRDP and Canada Student Loans assistance. The amount of funding available from the Special Opportunity Grant is up to $3,000 per school year. Recipients of support under Canada Student Loans can also have their loans forgiven, if re-payment is affected by their disability. This aspect of CSL is available throughout the country.

Ontario

In the province of Ontario students with disabilities are eligible to receive grants and loans with a combination of assistance from the Canada Student Loans Program and the Ontario Student Assistance Program (OSAP). Students with disabilities in receipt of Family Benefits social assistance because of their disability, can make an application to OSAP. However, the amount of the living allowance available from OSAP is calculated based on the level of assistance from Family Benefits. For example, a student receiving $1,000 per month from Family Benefits, would not be eligible for the living allowance portion of OSAP (which is set at $180 per week), but would be able to receive support for tuition and books.

Disabled students are also eligible for an OSAP Bursary — which is available with support from the Special Opportunity Grants portion of the Canada Student Loans Program. The maximum amount available is $5,000, or $3,000 in federal funding and $2,000 from the province.

Colleges and universities in Ontario are allocated funding to cover services and supports for students with disabilities through the Ontario Ministry of Education and Training. This assistance, which is available from the Special Needs Offices, helps to supplement the costs of certain services for the students. For example, the cost of a notetaker may be covered through the post-secondary institution, rather than a grant made directly to the student.

On Wednesday, November 29, 1995 the provincial government in Ontario brought in an "economic statement" that could prove devastating to the post-secondary sector. It was announced that $800 million would be cut from the 1996/97 education budget. Colleges and universities will feel the pinch to the tune of $380 million, with universities experiencing a 15.3% reduction in grant funding and colleges having 14.8 percent trimmed from their budgets. As a compensation for the loss of revenues, colleges will be able to increase their tuition by 15% to an average of $1,300, and universities will be allowed to apply a 22% increase, representing a tuition fee level of about $3,000 across the province.

With the tuition increases comes instruction from the government that 10% must be set aside for student aid. This, however, will not make up the difference for students between the current levels of tuition and those that will be in effect in 1996-97.

Student groups are upset with the funding cutbacks as it will force many potential post-secondary attendees to decide not to go on to higher education or study at part-time. Denise Forcese, president of the academic staff association at Carleton University had this to say about the effect on "accessibility" from the cuts: "I think definitely universities are becoming less accessible. They're becoming meaner places, more expensive to students and increasingly less able to provide students with a diversity of services...At what point does this really begin to deter or prevent students from attending university?...I'm not sure I know the answer." (*The Ottawa Citizen*, November 30, 1995.)

The Ontario provincial government is now investigating, with the assistance of the Youth Learning and Literacy Directorate of Human Resources Development Canada, the possibility of implementing an Income Contingent Loan Repayment program for student aid recipients.

Prince Edward Island

In Prince Edward Island, the Office of Higher Education Training and Adult Learning issues Canada Student Loans assistance. This department also administers the P.E.I. Student Loan Program.

P.E.I. also has a Debt Reduction Grant Program that disabled students can apply to a student loan if the loans total more than $6,000 dollars in any given school year. The intention of this program is to reduce a students' debt load. Applicants can be reimbursed the difference between the amount of their loan and $6,000.

The province of P.E.I. provides Special Opportunity Grants For Students With Permanent Disabilities according to the guidelines of the federal program as established by Human Resources Development Canada. All other aspects of assistance to disabled students outlined in the program are the same. For the SOGs a maximum of $3,000 in grant assistance is available to applicants. P.E.I. does not top up the funding in this area. Students with disabilities in the province are also eligible for VRDP funding.

Quebec

In Quebec, financial assistance is available to post-secondary students through the Ministère de l'Enseignement supérieur et de la Science. Over and above the Loans and Bursaries (LBP) and irrespective of the students' financial situation, the Department may also grant him or her an allowance to cover the cost of certain special needs in terms of adapted learning material or equipment, specialized services and adapted transportation. The student may receive this allowance from the beginning to the end of his/her studies.

Considering the general eligibility conditions, certain provisions of the LBP apply to the student with a "major functional disability":

a) the student who, because of a major functional disability, is obliged to pursue college or university studies on a part-time basis may qualify for assistance under the LBP if enrolled for at least 76 periods or six credits per term, in which case he or she is considered a full-time student;

b) there is no minimum contribution required of the student;

c) the entire amount of financial aid is granted in the form of a bursary;

d) the student may receive a bursary for the maximum number of terms for which aid is granted for studies at the college and university levels. For part-time studies, the terms are computed on the basis of the number of periods, credits or courses in which a student is enrolled;

e) the allowance paid to a student for special needs is not considered taxable income.

The NEADS *Study of Financial Assistance Available To Post-Secondary Students With Disabilities: Accommodating Individual Needs For The Future (1993)* revealed some interesting findings with respect to funding support in Quebec. While the number of student respondents is relatively small — 62 students — the respondents experiences are worth reporting here. Most students with disabilities who have received income from the Quebec Loans and Bursaries Program indicate that they received $3,000 or less from this source (46%); 16% indicate that they received between $3,000 and $5,000, while 30% indicate that they received between $5,000 and $10,000. These amounts do not include the allowance received for special needs. The reimbursement for the purchase of educational material and equipment is sent separately, directly to the institution.

Twenty-eight percent of the respondents from Quebec indicate that they have applied for funding from the Quebec Loans and Bursaries Program but were denied support. The most frequently cited reasons for denial are having other sources of income (particularly having parent's whose income is designated 'too high') and having part-time employment.

The absence of other government funding sources in Quebec (i.e. VRDP and the Canada Student Loans Program) is reflected in the fact that 30% of the respondents from Quebec indicate that they received no funding from government sources, while 61% indicated that they received funding from one government source.

In terms of the sufficiency of funding, students in Quebec do not differ from those in the other provinces. In Quebec, 43% of the students in the survey indicate that their total funding is insufficient to meet their education-related services and equipment costs. The national figure is 44%.

The respondents from Quebec who indicate their funding is not sufficient also specified the items for which additional funding is most required. Technical aids (57%), specialized transportation systems (32%) and note-takers/readers (21%) are most frequently mentioned. Most respondents (60%) also indicate that $3,000 or less additional income would be adequate to cover their education-related services and equipment costs.

It is important to note that policies of the QLB program relating to the management of the allowances for special needs differ for CEGEPs and universities. At the university level, the funding for special needs is granted to the institution which decides what services will be offered and covered with the money received.

With respect to the fit between the federal Canada Student Loans Program, and in particular the Special Opportunity Grants, the province of Quebec receives the equivalent amount of funding based on population to provide bursaries for students with disabilities. In his speech to the Standing Committee on Human Rights and the Status of Disabled Persons on Thursday, November 9, 1995 Lloyd Axworthy, Minister of Human Resources Development, said that $1.2 million was sent to Quebec in 1995-96 to assist disabled post-secondary students.

The provincial government of Quebec did launch a review of its student assistance program in late 1994. The Working Group on Student Financial Assistance produced the McDonald Commission report in October, 1995. One hundred and twenty-nine recommendations were put forward to Jean Garon, the Minister of Education.

For students with disabilities the recommendations included the following: that for students who have what the province terms a "major functional disability" funding be made available in both a loan form and a bursary form; a ceiling should be placed on the amount of funding in the case of a loan that such students would be required to repay; the province would assess the ability of students who have a major functional disability to repay within a reasonable period of time following completion of studies; if the department determines an inability to repay, that funding provided as a loan be converted to a bursary; parents and spouses of students with disabilities be granted an exemption when calculating financial contribution to student aid; the department should recognize students who have learning disabilities for funding with other disabled students; a portion of the financial aid that students with disabilities receive be provided during the summer; a reassessment should be made by the department relating to the provision of medical documentation to prove the disability; the Quebec health insurance plan should assume the costs of repairing specialized equipment for students with disabilities; more flexibility in the provision of specialized transportation to and from a post-secondary institution be provided and that the proof required for the existence of adequate "paratransit service" between home and post-secondary school be less restrictive; a more active role should be played by disabled students themselves in designing and developing the plan for services upon submission of an application form; students with alternative format requirements should have the flexibility of greater choice of formats in addition to audio-tape and braille texts.

Saskatchewan

The province of Saskatchewan offers assistance options for students who have "permanent disabilities." The Saskatchewan program follows that of the federal government with respect to: 1. Canada Student Loan Assistance; 2. Special Opportunity Grants; 3. Vocational Rehabilitation of Disabled Persons (VRDP) Program. The proof of disability requirement is also the same, and it is not necessary for a disabled student to produce a medical certificate providing either proof of receipt of federal and/or provincial disability assistance or a learning disability assessment can be presented.

The Saskatchewan program does provide funding for both part-time and full-time study as per the requirements of the federal Canada Student Loans Program. The specification for part-time designation for students with permanent disabilities is 20%-39% of a full-time course load. To be considered full-time a student with a disability must be enrolled in 40% of a full course load. Where there is some difference in Saskatchewan is with respect to the availability of provincial aid relative to rate of study.

The program material from the province states: "Provincial assistance will not be available to students with disabilities enrolled in 40% of the full course load. For 1995-96, the 60% of a full course load requirement will continue for Saskatchewan Loans and provincial benefits."

The combined grant that is available under the Special Opportunity Grants Program is $5,000 ($3,000 in federal assistance and $2,000 in provincial funding) each school year. The grants are to cover exceptional education related expenses because of the disability. There were 70 grants awarded for 1995-96.

Students with disabilities who are in default of a previous loan are not eligible to receive funding under the program until that situation is cleared up with the Education Support Branch of Human Resources Development Canada.

The province of Saskatchewan is using the form "Grant Application For Post-Secondary Students With Disabilities" that has been developed by Human Resources Development Canada. In this form, the "confirmation of need" can be provided by one of the following: a Vocational Rehabilitation Services (VRS) case worker; an official of a centre for students with disabilities; a guidance counsellor or financial aid administrator at the post-secondary institution you are attending. These sources of information verifying need will be applied throughout the country.

Students who apply for a SOG must provide detailed information on the "exceptional education related costs" including the nature of the disability and the types of equipment and/or services required while in school. Receipts must be submitted once purchases are made of equipment or services related to the grant. The grants are sent by the Student Financial Assistance Unit of Saskatchewan Education and Skills Training once "Confirmation of Enrolment - Special Opportunity Grants" has been completed.

Students with disabilities are also eligible for VRDP funding in Saskatchewan and can apply through the Vocational Rehabilitation of Disabled Persons Program, of Saskatchewan Education and Skills Training.

The Permanent Disability Benefit, or loan forgiveness on a Canada Student Loan is offered by the federal government for those who are unable to meet repayment obligations. In order to be eligible, students must be disabled on the first day of the seventh month following the completion of full-time studies or have a permanent disability at the time of the receipt of their first loan.

The VRDP program in Saskatchewan is supposed to be the first stop for disabled students considering post-secondary study before the student aid program. In the province those considered eligible must meet the following criteria: "The Vocational Rehabilitation of Disabled Persons (VRDP) Program provides financial assistance to students who are disabled and vocationally handicapped to attend training/education programs. If you have a disability and are unable to work or to maintain your job because of your disability you may be eligible for assistance through the VRDP program."

Since the 1993-94 fiscal year students attending post-secondary programs must provide for living expenses either through their own resources or through the Canada Student Loans Program. If they use CSLP, VRDP will provide for the need not me by the Canada Student Loan which would have been met with a provincial student loan.

Yukon

In the Yukon, the Canada Student Loans Program is administered by the Ministry of Skills Training and Labour. This Ministry authorizes provincial grants available to full-time students who attain an average of 65% of the full course load. Students are eligible to receive a provincial government grant for no more than five academic years.

The published guidelines of the Yukon student assistance program do not mention any special assistance provided by the territorial government for students with disabilities. However, the Yukon participates in the Assistance for Students With Permanent Disabilities under the Canada Student Loans Program, through its Ministry of Skills Training and Labour.

National Scholarships and Grants for Post-Secondary Students With Disabilities

Imasco Scholarship Program and Mattinson Scholarship Program

The Association of Universities and Colleges of Canada (AUCC) has two scholarships available for post-secondary students with disabilities: the Imasco Scholarship Program and the Mattinson Scholarship Program. The Imasco Scholarship is an ongoing program which was established in 1981 as a tribute to the International Year of Disabled Persons. The Mattinson Scholarship Program has recently been established based on the Imasco Scholarship, but offering another avenue of support to disabled students.

The programs were designed to provide financial assistance to disabled students who wish to pursue university studies at the undergraduate level, on a full-time basis, and who may not be able to do so because of the additional expenses they could incur due to their physical disability. For the purpose of these programs, the definition is "A disability is a functional limitation resulting from a physical, sensory or mental impairment which, for an indefinite period, affects the ability of the student to perform the activities necessary to participate fully in post-secondary learning."

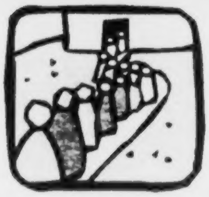
Candidates for both of these awards must be Canadian citizens, or those who have lived in Canada for at least two years as legal permanent residents. These scholarships are valued at $2,000 for each student who is chosen as a recipient. The deadline for applications is June 1st of each year.

Further information and application forms are available from: Association of Universities and Colleges of Canada, Canadian Awards Program, International and Canadian Programs Division, 350 Albert Street, Ottawa, Ontario, K1R 1B1, tel. (613) 563-1236, fax. (613) 563-9745, email: mleger@aucc.ca You can also find out more about the program through the AUCC Web Site: http://www.aucc.ca

Special Opportunity Grants For Students With Permanent Disabilities

The Government of Canada, through its Canada Student Loans Program, offers Special Opportunity Grants For Students With Permanent Disabilities pursuing post-secondary study. These grants are designed to offset a full-time or part-time students' "exceptional education-related costs" associated with the following types of permanent disabilities: deafness, hardness of hearing, blindness, visual impairment, physical disability, learning disability, and other (head injury, mental illness).

A student with a permanent disability, may be eligible for a Special Opportunity Grant, up to a maximum of $3,000 per loan year. Eligible services include: note-taker; tutor; reader; interpreter (oral, sign); attendant for studies; specialized transportation. Eligible equipment, which includes technical aids and alternate formats, are also fundable under the Special Opportunity Grant For Students With Permanent Disabilities.



The three features of the Canada Student Loans Program as of 1995-96 for students with disabilities are: 1. Canada Student Loan Assistance (for full-time and part-time students); 2. Special Opportunity Grants (for full-time and part-time students); 3. Permanent Disability Benefit (loan forgiveness).

Applicants to the Special Opportunity Grants program must be able to provide proof of their disability, describe its type, and show that it is of a permanent nature. Documentation considered acceptable includes the following: a learning disability assessment, a document showing that you are receiving provincial or federal disability assistance, a medical certificate.

For further information and application forms contact: Education Support/Student Assistance Branch, Youth Learning and Literacy Directorate, Human Resources Development Canada, 25 Eddy Street, 10th Floor, Room 10A14, Hull, Quebec, K1A OM5, tel. (819) 994-1844, TTY (819) 994-1218. This information is also available on SchoolNet at http://schoolnet.carleton.ca The department publishes the following brochures on the Canada Student Loans Program: *Student Guide (Canada Student Loan Assistance For Full-Time Students), Special Opportunity Grants For Female Doctoral Students, Interest Relief Plan, Loans and Grants For Part-Time Students.*

National Access Awareness Week Student Awards Program

As part of their commitment to National Access Awareness Week (NAAW), the NAAW Corporate Sponsors, in collaboration with the National Educational Association of Disabled Students (NEADS) and the federal government, have created an awards program for students with disabilities. The Association of Universities and Colleges of Canada administers the award on behalf of the corporate partners — Canada Post, Canadian National, CTV, Royal Bank and Bell Canada — and Human Resources Development Canada. The program has been established to encourage Canadian students with disabilities to pursue a university or college education which will ultimately prepare them to become active members in Canada's labour force.

Each full-time scholarship will be valued at $3,500; part-time scholarships will be based on percentage of full-time course load. These awards are available to students with disabilities interested in pursuing post-secondary studies at an accredited university or college in Canada. Applicants will be judged on their academic accomplishments as well as their community involvement.

Len Mitchell, Chairperson of National Access Awareness Week for 1993-94, explained that: "People with disabilities are greatly under-represented in post-secondary institutions. This Scholarship Program recognizes the fact that persons with disabilities have an important contribution to make to the social and economic prosperity of our country. It will help Canadians with disabilities pursue an education that is so critical to competing in today's job market."

The first scholarships were awarded in the academic year beginning in the fall of 1994. The application deadline for the awards is March 15th of each year. Winners are announced during National Access Awareness Week. For further information contact: Canadian Awards Program, International and Canadian Programs Division, Association of Universities and Colleges and Canada (AUCC), 350 Albert Street, Suite 600, Ottawa, Ontario, K1R 1B1, tel. (613) 563-1236, fax. (613) 563-9745, email: mleger@aucc.ca

Morton Copnick Scholarship for Disabled Students

The Morton Copnick Scholarship for Disabled Students has a value of $500 and goes to an outstanding physically disabled student enrolled at the post-secondary level in Canada. The Copnick Scholarship is granted annually in memory of the late Morton Copnick through a fund endowed by members of his family. The first scholarship was awarded in 1984.

For an application, write to the Morton Copnick Scholarship Selection Committee, the Canadian Paraplegic Association - National Office, 1101 Prince of Wales Dr., Suite 320, Ottawa, Ontario, K2C 3Z0, tel. (613) 723-1033.

Completed applications must be received in the National Office no later than August 31. Applications will include transcripts from at least the last two years of study and should also include supporting documents or letters of reference.

Canadian National Institute for the Blind, Ross C. Purse Doctoral Fellowship

A doctoral fellowship has been established by the Canadian National Institute For the Blind in the amount of up to $12,000 in the name of Ross Purse. In order to apply, students must be attending Canadian universities or colleges or studying at a foreign university with a demonstrated commitment to work in the field of blindness and visual impairment in Canada. Areas of academic study which relate most specifically to the award include psychology, sociology, social work, education, philosophy, biomedical, gerontology, economics and other social sciences. The award goes to students who are conducting thesis work related to an understanding of blindness and visual impairment. Preference is given to those proposals that demonstrate study which may have a benefit to policy in this area on a national scope.

One fellowship is awarded annually, based upon acceptance of a qualified applicant. While the value of the fellowship is $12,000, payment of the final installment is conditional upon receipt of an interim report from the candidate and the thesis supervisor or department head. Candidates must be Canadian citizens. Applicants must demonstrate high academic standing. When the program is completed, one copy of the thesis will be sent to the Administrative Secretary of CNIB to be kept on file in the CNIB Sherman Swift Reference Library.

For further information and application forms: The Secretariat, Ross C. Purse Doctoral Fellowship, Canadian National Institute For the Blind, 320 McLeod St., Ottawa, Ontario, K2P 1A3, tel. (613) 563-4021, fax. (613) 232-9070. Applications must be submitted by April 1st each year.

Rixon Rafter Scholarship Fund and the Judge Brian Stevenson Scholarship Fund

The Judge Brian Stevenson Scholarship Fund and the Rixon Rafter Scholarship Fund are available to blind students attending post-secondary programs. These scholarships, ranging from $300 to $500, are given to successful candidates based on their financial needs, academic achievement and career goals. Both scholarships are administered through the W. Ross Macdonald School in Ontario. Application forms are available from C.N.I.B. Divisional Offices or the W. Ross Macdonald School: Rixon Rafter Scholarship Committee/Judge Brian Stevenson Scholarship Committee, W. Ross Macdonald School, Brantford, Ontario, N3T 3J9, tel. (519) 759-0730.

"The Terry Fox Scholarship helped me very much at university because university is very expensive and it is getting more expensive every day."

Carol Thomson Memorial Fund Scholarship and the Doreen Kronick Scholarship

Two scholarships offered by the Learning Disabilities Association of Canada (LDAC) are the Doreen Kronick Scholarship and the Carol Thomson Memorial Fund Scholarship. Both are available to post-secondary students with learning disabilities who are enroled in full-time or part-time study programs. The amount of these awards is $500 for each academic year.

Applicants to the Carol Thomson Memorial Fund Scholarship must submit with their application: a letter of acceptance from the university or college they will be attending; three letters of reference from non-relatives, relevant to the scholarship application; and a letter containing the following information: a description of the applicant's learning disability, an outline of those coping skills and strategies which have been developed to compensate for the learning disability, the individual's involvement in the community as a volunteer and the applicant's future goals.

The Doreen Kronick Scholarship (DKS) may be awarded to a person who is pursuing a program of graduate study in a university that will assist learning disabled students. Unlike the Carol Thomson Memorial Scholarship, the DKS applicants need not have a learning disability. Applications are reviewed according to the following criteria: the student's future educational program leading towards assisting persons with learning disabilities; the submission of a satisfactory academic record; the student's contribution to his or her community and to campus life.

To apply for both of these awards, you must be a Canadian citizen or landed immigrant. Recipients of these scholarships will not be eligible to reapply for three years.

The deadline for receipt of applications is May 15th each year. Applications are sent to: Learning Disabilities Association of Canada, 323 Chapel Street, Suite 200, Ottawa, Ontario, K1N 7Z2, tel. (613) 238-5721, fax. (613) 235-5391.

Terry Fox Humanitarian Award Program

The Terry Fox Humanitarian Award Program was initiated by the Government of Canada on behalf of the Canadian people in recognition of the achievements of Terry Fox. The program encourages Canadian youth to seek the ideals of Terry Fox. It is a renewable award, subject to certain academic criteria and students who are attending both college and university programs are eligible. Selection criteria for recipients are based on demonstration of: good citizenship and humanitarian service, perseverance in overcoming obstacles, the pursuit of academic excellence, the pursuit of excellence in amateur sport, fitness and health.

The value of each award is $4,000 annually, up to a maximum of four years until a degree is obtained. Between 35 and 40 students with disabilities receive the award each year. However, the scholarship is not restricted to students with disabilities. It was started with funding from the Federal government under the aegis of Fitness and Amateur Sport.

There is a requirement that applicants to the award be Canadian citizens or be in the process of applying for citizenship at the time of the application. Post-secondary endeavours considered eligible for funding are the areas of academic study, amateur sport, health and community service. Applications must be received by February 1st, with supporting documents attached. Those applying must not exceed 25 years of age. For further information, contact: Terry Fox Humanitarian Award Program, Simon Fraser University, 8888 University Drive, Burnaby, British Columbia, V5A 1S6, fax. (604) 291-3311.

Scholarship for Individuals With Spina Bifida and/or Hydrocephalus

The Spina Bifida Association of Canada has an award available for post-secondary students with spina bifida and/or hydrocephalus. This scholarship program was established in 1993 to celebrate and support Canadian persons with spina bifida and/or hydrocephalus in their efforts to pursue an education in their chosen field of study. Three awards, valued at $1,000 each will be presented to qualified applicants who are Canadian citizens. Candidates are asked to submit the following: Secondary School Certificate, academic transcripts for the last institution attended, physician's letter certifying presence of Spina Bifida and/or Hydrocephalus, and two letters of reference (education and character).

The applications are reviewed by a Scholarship Committee of the Spina Bifida Association of Canada. Completed application forms are to be sent by April 15th each year along with required documentation to: Spina Bifida Association of Canada, 220-338 Donald Street, Winnipeg, Manitoba, R3B 2J4, tel. (204) 957-1784, (800) 565-9488.

It should be noted that the Spina Bifida and Hydrocephalus Association of Ontario also offers funding through the Dr. E. Bruce Hendrick Scholarship program. The stated purpose of this scholarship is "to encourage and support students with spina bifida and/or hydrocephalus to develop independence and responsibility for their own educational directions; to assist students to pursue higher education whether at university or any other centre of post-secondary studies with the ultimate goal of obtaining a degree or graduate certificate or diploma."

The number and amount of awards is decided on a yearly basis. There is a $5,000 minimum awarded annually, with a $1,250 maximum awarded per individual.

The deadline for receipt of applications for the Ontario scholarship is March 29. Applications should be sent to: The Spina Bifida and Hydrocephalus Association of Ontario, 35 McCaul Street, Suite 310, Toronto, Ontario, M5T 1V7, tel. (416) 979-5514 or 1(800) 387-1575.

CanWest Global System Broadcasters of the Future: Scholarship Internship Award for a Canadian with a Physical Disability

This annual award, which was started in 1993, provides a $15,000 award-internship to a Canadian student who has a mobility impairment. The award covers all tuition fees, book costs and associated fees for one full year of a radio and television arts program or journalism program at a recognized university, college or polytechnical institute. The award includes a three or four month internship at the Global Television Network station in Don Mills, Ontario, and moving expenses associated with the internship for the summer of 1997. In addition, Global Television will arrange and pay for the winner to attend the Canadian Association of Broadcasters (CAB) convention's closing awards dinner in November to accept the award.

Eligibility criteria for this award are as follows: Canadian Citizen, a physical disability, secondary school graduate with a grade average suitable for admission to radio and television arts or journalism programs at recognized post-secondary schools in Canada (transcripts are required), good English language communications skills. The award-internship has the following guidelines: the tuition fees will be paid directly to the educational institute; textbook and supply costs will be paid to the award winner upon submission of receipts; applicants will indicate whether or not they will be able to locate to the Toronto area for the summer internship portion of the award; Global television will design the internship based on the needs of the successful applicant and those of the station.

Applications should include the following: completed application form, copy of transcript of marks to date, one page written statement outlining applicant's interest in broadcasting career goals, three letters of reference (for example: teachers, employers, colleagues), and a letter from a medical doctor describing the type and extent of the applicant's disability. All materials are to be mailed directly to Global. The deadline for applications is the May 31.

For further information on the Global scholarship contact: Canwest Global System, Broadcasters of The Future Award, 81 Barber Greene Rd., Don Mills, Ontario, M3C 2A2.

Maureen Ashton Memorial Scholarship Fund

The Alberta Sports and Recreation Association for the Blind has created the "Maureen Ashton Memorial Scholarship" for post-secondary education. The scholarship is in support of persons who are blind or partially sighted and are attending a post-secondary institute on a full-time basis. Up to $1,500 will be awarded annually. If you are interested in applying for the Maureen Ashton Memorial Scholarship please contact: ASRAB, Box 85056, Alberta Park Postal Outlet, Calgary, Alberta, T2A 7R7, tel. (403) 262-5332.

National Bank of Canada Bursary and Summer Employment Program

The National Bank of Canada offers two bursaries of $1,500 and two summer jobs with the bank for a period of twelve weeks for two university students with a disability. There is also a bursary in the amount of

$1,000 available to a CEGEP student. The *purpose of the program is to encourage* students with physical or sensory disabilities to pursue university studies as well as to enable them to acquire work experience related to their studies.

The bursaries are available for the academic year, and the jobs for the summer following the school year. Bursaries are granted in June. Applicants must be legally entitled to work in Canada, and reside in Quebec, Ontario or New Brunswick. They must be in a full-time university program or CEGEP program in Quebec, Ontario or New Brunswick, and registered in a course that will lead to a specialized bachelor's degree or master's degree in a banking-related field (Business Administration, Economics, Computer Science, Industrial Relations, etc.). Applicants must be at least 17 years of age.

Bursaries and summer jobs will be administered by the National Bank of Canada. The final selection of applicants will be made by a jury composed of representatives from the educational milieu, the community and the bank. The jury's decision will be based on the overall quality of the candidate's application.

For further information on this program and to obtain application forms, contact: National Bank of Canada, Employment Equity Officer (91691), Human Resources, 600 de la Gauchetière West, 8th Floor, Montréal, Québec, H3B 4L2, tel. (514) 394-8585. The deadline for submission of application forms is early March each year.

CMT International Sophie Abarbanel Educational Assistance Award

Each year, the CMT International Sophie Abarbanel Educational Assistance Award of $1,000 or more (Canadian dollars) is given to one or divided between several persons having Charcot-Marie-Tooth disease who wish(es) to attend an institution of higher learning for an undergraduate or graduate level post-secondary education.

An application form with verification of your disability and proof of registration at a post-secondary institution is required. The *form and accompanying documentation* are to be in the office of CMT International by May 15 of the year the student is requesting assistance. Successful applicants are notified by telephone and mail by June 15. Those who have applied will know who has won the award as a profile of the individual(s) will appear in the CMT Newsletter.

A cheque will be sent to the person(s) in receipt of the award to be used at his/her discretion towards the goal of a degree from a recognized university, college or school of higher learning. Applicants must be a member in good standing of CMT International. This does not necessarily mean that you have made a donation, but you have asked to be kept on the mailing list of the association. Persons applying for this scholarship will be considered for the $150 Charlie Christie Book Award.

For further information contact: CMT International, 1 Springbank Drive., St. Catharines, Ontario, Canada, L2S 2K1, tel. (416) 687-3630.

Public Service Commission of Canada: Personnel Psychologist Sponsorship Program

The Personnel Psychology Centre of the Public Service Commission of Canada is offering a sponsorship and recruitment program to candidates studying in Industrial/Organizational Psychology. This program is open only to members of designated under-represented groups - aboriginal people, persons with disabilities, and visible minority group members. Two sponsorships will be offered, renewable for one academic year.

The award is valued at $15,000 per year, plus an opportunity, upon graduation, for employment with the Personnel Psychology Centre in Ottawa as an industrial/organizational psychologist. Summer employment may also be available.

All applicants must hold an Honours Bachelor's degree in Psychology by June 1996, and be eligible for admission to a Master's or Doctoral program in Industrial/Organizational Psychology at a Canadian university. Applicants may also be currently enrolled in a Master's or Doctoral program in Industrial/Organizational Psychology at a Canadian university. Preference will be given to Canadian citizens.

Candidates must have maintained a minimum "B" average (or its equivalent) during their previous years of university studies. A knowledge of either the English or the French language is essential.

Candidates are responsible for gaining admission in an Industrial/Organizational Psychology program at an eligible Canadian university which offers graduate level courses and/or seminars in the following subjects: ethical, legal and professional issues in psychology; personnel selection; measurement theory and individual assessment; test and rating scale development; statistical methods and data analysis; research methods; organizational theory; leadership theory and job and task analysis.

The scholarship is tenable at any Canadian university offering programs in Industrial/Organizational Psychology, which is a member, or affiliated with a member, of the Association of Universities and Colleges of Canada (AUCC).

A committee of experts convened by the AUCC will pre-select applications on the basis of academic merit and relevance of the Psychology program to the PSC as indicated in the section "Field of Study." These applications will then be evaluated by an independent Selection Committee of the Public Service Commission. Selection decisions are final and are not open to appeal. The closing date is February 1, 1996.

For further information and application forms contact: Canadian Awards Program, International and Canadian Programs Division Association of Universities and Colleges of Canada, 350 Albert Street, Suite 600, Ottawa, Ontario K1R 1B1, telephone: (613) 563-1236, fax: (613) 563-9745, TDD (613) 992-3748. A diskette format will be made available on request.

Profile

Corinne Gough's Story

Corinne Gough is currently a student at Memorial University in Newfoundland, where she is enrolled in graduate studies in the Physics program. Corinne is in her fourth term of office on the Board of Directors of NEADS. She is the NEADS representative on the national council of the Council of Canadians With Disabilities. Throughout her time as university student, Corinne has been active advocating for the rights of students with disabilities on the campus of Memorial University and in the province of Newfoundland.

When asked to speak about her transition from high school to post-secondary education, she was eager to respond. Corinne attributes her successful transition to the fact that she has always taken initiative and control of her own situation. She is a person with a visual impairment who always wanted to study physics. Initially, with the help of the CNIB, she was able to connect with the appropriate people, because at the time there was no centre for students with a disability at Memorial. She described herself as "scared to death" at first. "My saving grace was an advocacy group for students with disabilities that started up about three years later," she says. The centre's staff helped her with the transition from high school to post-secondary education; at first, by being there as a basis for support and acting as a liaison between students and faculty.

Corinne was able to meet other students with disabilities and states that "familiarity breeds comfort...students can help each other." She would encourage others to do the same.

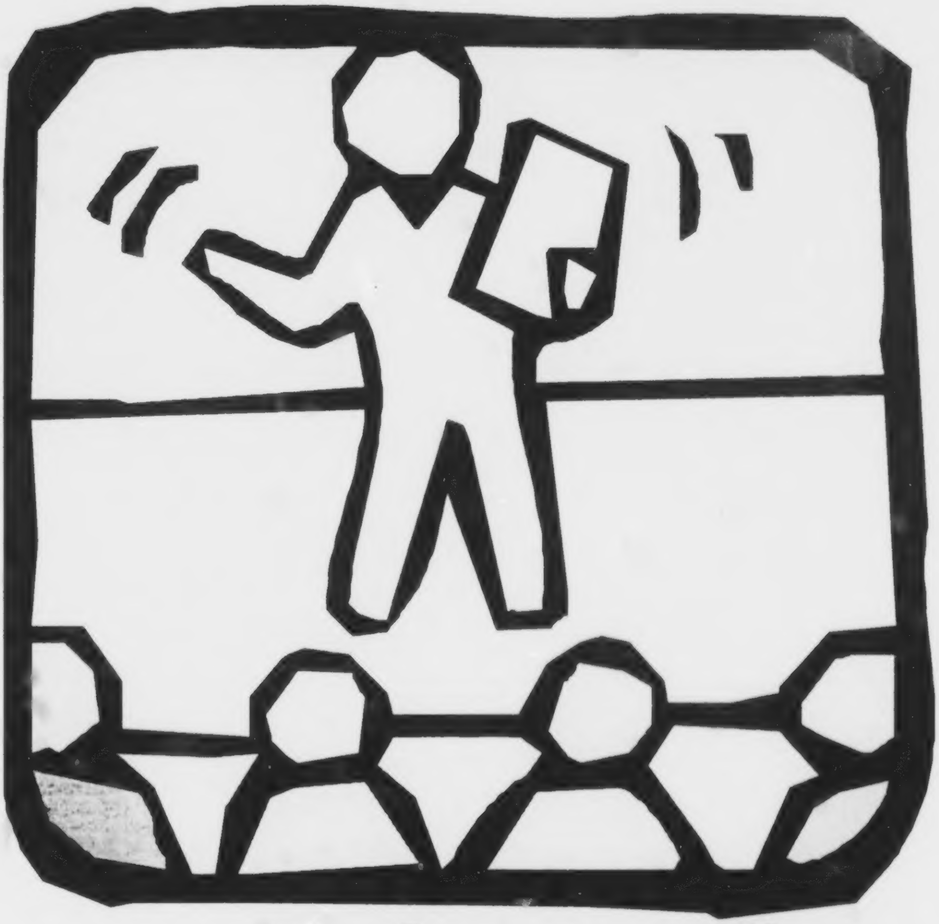
Corinne feels that the initial connection was important, but what was really important for her was that she took responsibility for her situation. This involved disclosing her disability to those in her environment so that she could access the services to which she was entitled. This was a big step for her because it involved approaching authority figures. She stated that "students have more power than they imagine....we look up to professors and think they are God initially, but to make things work for us we can't be afraid of them." Corinne's Physics Department and professors turned out to be exceptionally supportive and worked creatively with her to make her academic experience a success. Corinne's advice to high school students about to make the transition is as follows:

- Link with your disability service centre and also a peer group on campus.
- Don't always listen to your peers; don't depend on them, you have to be an individual.
- Take initiative, you are your own best expert.
- Be aware of your own negative self talk. Many of the "I can't" messages come from society but most of them come from ourselves. These messages can limit our participation and choices that we make. You never know you can't until you check!

Corinne says "it took a lot of years to become a number at university." First she had to connect with services on campus to assist her. She had to gather her courage to access these services. Then, "I had to prove that I could do it," she says. She had to work extremely hard and it wasn't until that point she "became a number" and not just a student with a disability. She admits that it would have been a mistake to try and "be like everyone else" without having first accessed the services that could help her succeed in university.

Corinne graduated with a bachelor of science (honors) in physics and was the recipient of two awards. The Birks Medal is an award given to a student who demonstrates leadership. No other student in science has ever won this award. Corinne also won the Captain Robert A Bartlett Science Award; given for academic excellence and excellence in other endeavors. Neither of these awards had anything to do with her disability. Corinne also was awarded an NSERC (Natural Science and Engineering Research Council of Canada Award).

Some Number!



Understanding the Labour Market: Today and In The Future

The Findings of the NEADS Employment Opportunities Study

In July, 1996 NEADS released a report on the transition from school to work for people with disabilities. *Employment Opportunities For Post-Secondary Students and Graduates With Disabilities: A National Study* presents a profile of over 400 persons with disabilities in terms of their post-secondary education and work history. One aspect of the project was to ask participants in the study to convey their experiences in the form of advice to other persons with disabilities who are considering a post-secondary education. The next two pages of the report presents an overview of the findings of the study from its Executive Summary. This material was written by authors David Hubka and Emer Killean. The information is important to our understanding of the issues facing youth with disabilities in today's labour market.

Among the 424 students (40% being between the ages of 15 and 25) and graduates of post-secondary study who responded to the survey, most felt that their post-secondary program did not provide them with all the training or education they might need for employment. While most felt the programs they followed had prepared them for the jobs they had held, a large majority (45%) indicated that the programs had not. And while students were for the most part satisfied with the courses and programs they had selected, a majority indicated that they would supplement the courses they had taken with additional courses. Post-secondary education may be a necessary component of the qualifications required for work, but as one respondent remarked "the workforce is becoming more competitive and you have to continue self-improvement if you want to be competitive."

Finding the right institution capable of meeting both a student's academic needs and any special needs associated with a disability is critical. Assessing the services available for students with disabilities at a post-secondary institution and making early contact with such service organizations was frequently mentioned in the section on advice to students considering post-secondary education. In addition, at least one third of respondents indicated that they would have done something differently, apart from the courses or programs they selected, in making the choices involved in undertaking post-secondary education. Among those indicating they would have done something differently, going to a different school was the most frequently reported difference.

Women were more heavily concentrated than men at the certificate/diploma level. Moreover they tended to have greater rates of representation in comparison with men in certain fields of study, such as Fine and Applied Arts, Education and Social Sciences/Social Services. Men tended to be predominant in Business, Commerce and Law.

Students and graduates with disabilities who have post-secondary education want to work. Among respondents to this survey, a very small percentage indicated that their disability completely prevented them from working. Of those who were not in the labour force, that is neither working nor looking for work, most were still enrolled in post-secondary studies.

The lack of full-time employment opportunities is a problem for graduates with disabilities. Many are employed at one place on a part-time basis but very few indicated that they preferred to work part-time or that their disability prevented them from working full-time. Most post-secondary graduates who were employed indicated that they worked part-time because this was the only type of work they could find. Among those who were looking for work, only those who were still enrolled in post-secondary studies indicated that they were looking exclusively for part-time work. Those who were not enrolled in post-secondary studies were all looking for full-time work.

A large percentage of respondents did indicate that disability limited the amount or kind of work they could do (69.5%). In terms of the adaptations required in order to be able to work, modified hours were cited by 22.2% of respondents. Thus, a certain portion of respondents do need reduced or flexible hours. However this does not necessarily mean part time work.

but may mean something less than regular full-time hours or a schedule that is geared to suit the nature of the disability.

Most respondents indicated that they needed some adaptation of work circumstances or some type of special equipment in order to be able to work (73.0%). The most frequently cited (by 32.9% of respondents) type of aide or service required for work was technical aids such as voice synthesizers, TDD, and computers. A similar number of respondents indicated that they used technical aids on a day to day basis (38%). Technical aids were also the most frequently cited type of aid or service which people indicated they needed on a day-to-day basis, but did not have (9.2%).

Job redesign and accessible transport were also frequently cited adaptations required by respondents in order to be able to work. Fewer respondents indicated that they needed physical modifications such as appropriate parking, handrails, accessible washrooms, elevators or work stations (48.0%).

More than two thirds of respondents (69.1%) have at some stage been discouraged from looking for work for a variety of reasons. Respondents most frequently indicate that they have been discouraged because they lacked appropriate education or training, or were uncertain about their own physical capabilities. Among those who indicated that they had been discouraged, a large proportion also indicated that they needed some form of adaptation or special equipment in order to be able to work (76.7%), while only 48.2% of those who did not require any adaptations or special equipment reported having been discouraged. The need for special adaptations or equipment in order to be able to work may condition the attitudes of those who require them and lead to diminished confidence in respondents with respect to their employability.

Most respondents made clear, however, when asked to give advice to others, that the struggle to overcome barriers both at the level of their post-secondary institution and in the work force was important. Most advised others not to give up, to remain in school, and to start working towards a defined goal. Respondents indicated that planning based on an awareness of both the limitations imposed by disabilities and the avenues for obtaining assistance was the best way to manage the transition from post-secondary education to the work force.

The National Picture

By the year 2000, 60% of all new jobs created will require 16 years or more of education or training. Also, according to recent Statistics Canada figures, a male university graduate in 1993 was earning 18% less than his 1979 counterparts, while women in the same years as their comparitors earn 13% less. Currently, the youth unemployment rate is 15% (From *Youth Today (May 1996)*).

Times are rapidly changing, the economic situation in our country has changed dramatically. It is important that youth with a disability be well equipped with the necessary information to help them establish realistic expectations and information that will assist them in making effective decisions for their future.

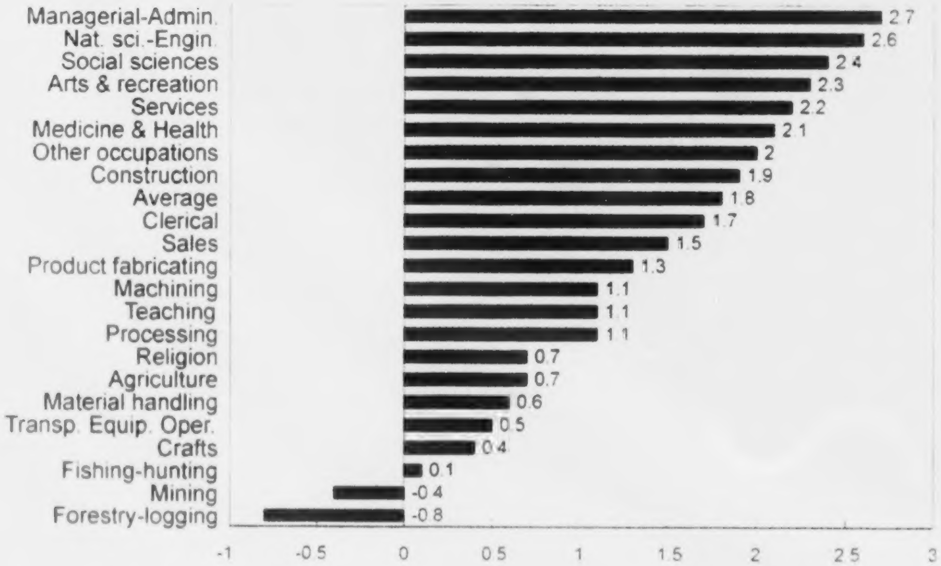
The following information was received from Wayne Roth, Chief of Canadian Occupational Projections Systems (COPS) of Human Resources Development Canada.

These statistics and analysis should not be taken as absolute facts, but rather as best predictions available at this time.

The following graph demonstrates the occupational groups that are expected to show positive growth to the year 2000 and those that are likely to decline, with the solid line indicating over 12 years of education and the striped line indicating less than 12 years of education.

Changing Occupational Structure, 1993-2000

Average annual percent change



COPS, 1993 (VC).

Selected Occupations Expected To Grow 1993-2000 Requiring More Than 12 Years of Education/ Training (Average Annual Percent Change)

Systems Analysts	4.6%
Architectural Technician	4.2%
Para-Legal Occupations	4.7%
Office Managers	4.0%
Claim Adjusters	4.3%
Architects	2.1%

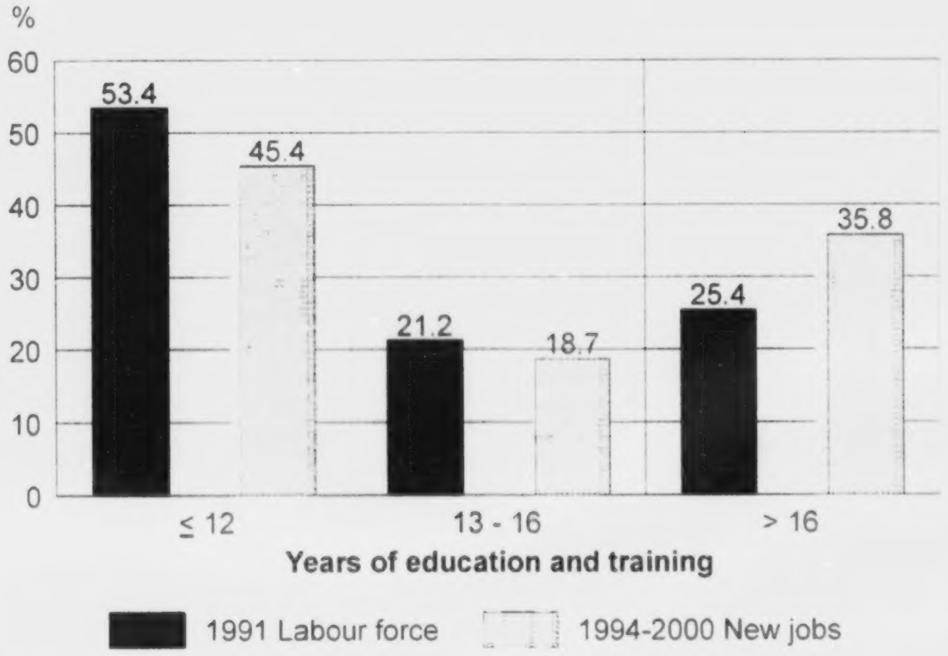
Selected Occupations Expected to Grow 1993-2000 Requiring Less Than 12 Years of Education/ Training (Average Annual Percent Change)

Food and Beverage Preparation	4.0%
Child Care Workers	4.0%
Salespersons	1.8%

Selected Occupations Expected To Lose Jobs 1993-2000 Requiring Less Than Twelve Years of Education/Training (Average Annual Percent Change)

Timber Cutting	-2.0%
Railway Workers	-2.6%
Tobacco Processing	-4.4%
Typists and Clerical Typists	-1.8%

More than 35% of new jobs in 1994-2000 will require more than 16 years of education and training. Yet grade twelve or less will still be the requirement for 45.4% of new jobs. In the middle, requiring 13 to 16 years, will be only 18.7% of jobs. The trend is to "very high skill / high paid" or "very low skill / low paid" jobs. This is the good job / bad job phenomenon. Secondary school completion makes a big difference in finding any employment, especially for women.



COPS, 1993 (VC).

Franca Piccin, Economist with Human Resources Development Canada, provided the following analysis and labour market projections. Piccin states that we are living through a restructuring of the economy which has been happening for the past 30 years. We are moving away from the **resource-based economy** to a **service-based economy.** Whereas there has been relatively no change in the goods industries over 30 years, there has been a **140% increase in services industries.** The services based economy requires knowledge, technology, and capital intensive intellectual property, ie software.

Examples of knowledge-based occupations in the professional sphere are in:

- Management and Administration
- Natural Sciences, Engineering and Mathematics
- Social Sciences
- Teaching
- Medicine and Health
- Arts, Literature and Recreation

Examples of knowledge-based occupations in the services are in:

- Protective services
- Food and beverage preparation and accommodation services
- Personal services (housekeepers, hairdressers, child care, drycleaners)

Despite the transition to knowledge-based occupations, the service-based economy has not been immune to job loss. According to a study by the C.D. Howe Institute, of 500,000 jobs lost in Canada between 1990 and 1992, 68%, or 340,000 of them were in Ontario. These jobs were mainly in agriculture, manufacturing and public administration.

"Blue collar" occupations such as machining, fabricating, assembling and repair, and construction trades have been vulnerable to job loss. More recently, we are seeing a new phenomenon of job loss among "white collar" workers such as in occupations in education, health care, and sales. These workers hold higher education and skill levels. This raises some problematic issues.

If we are concentrating on re-training "blue collars" so that they can move into the high growth service sector, they are now going to have to compete with well educated, highly-skilled workers. We are seeing more people out of work for longer periods of time, and even with training, individuals are having difficulty finding work. What we are seeing is a **demand-deficiency** rather than a **training deficiency.** *The economy is not generating jobs for the unemployed and there is a need to stimulate employment.*

Unemployment has been particularly severe among youth aged 15-24 years. The rate is now about 18% which is double that of workers 25 years and older. Youth are becoming discouraged and exhibiting a high labour market drop-out, accounting for roughly 20% of all discouraged workers. The Conference Board of Canada suggests that many youth lack basic skills needed to compete in today's labour markets: skills such as literacy, numeracy and computancy. They have special needs in academic skills, personal management skills and teamwork skills. Possible solutions are suggested to be co-operative education and on-the-job experience.

The Employment Forecast

We may see an increase in business investment on things such as business services, ie. advertising, marketing, product design; financial services; insurance services and computer services. Telecommunications may be a promising field with Rogers spending $102 million across Ontario on the Information Highway.

The Federal government three year, $194 million National Tourism Job Creation initiative is predicted to have a positive effect on the food, accommodation and recreational services industry. We may see an increase in construction because of the Federal Government Infrastructure Initiative.

Overall then, in 1996, the prediction was for unemployment to still remain high. As the economy improves, discouraged workers will re-enter the labour market to look for work. As a result, there will be no dramatic fall in the unemployment rate which will remain in the 9-10% range.

For more information on labour market trends, forecasting etc. you can contact:

Mr. Wayne Roth,
Chief, Occupational Projections and Macro-Economic Studies, HRDC, (819) 994-3738.

Jobs For The Future

A group of labour market experts with Canada Employment and Immigration, Digital Equipment, the Conference Board and MacDiarmid Associates were consulted to look to the future of the job market.

What they found was that there is a trend toward a workforce increasingly polarized between good and bad jobs. It was a trend first spotted by the now defunct Economic Council of Canada.

The latest prognosis is that a highly-educated work force will hold well-paid jobs in management, the professions, highly specialized computer and new personal service occupations.

They will use their money to buy a wide range of food, housing and personal services from people making significantly less.

Here's what the experts say should be the 10 most promising job sectors until 1999:

The Ten Hot Jobs For the Future

Food and beverage services:

Despite being devastated by the recession, restaurant services are expected to rebound smartly. With most adults at work, the demand for prepared meals will drive this sector. The only question is whether it will be fancy sit down meals, fast-food or takeout. The numbers of people working in this group will increase 4.58% annually to 19,700 by the end of the decade - more than all people now working in construction. In the related lodging and accommodation field, growth will be slower but still a respectable 3.23%.

Computer analysts, programmers and technicians:

The people who keep the new knowledge industry running are expected to increase their numbers at a 4.47% annual rate to the end of the decade. Job prospects will be very strong in trade, finance, health and food. They will grow three times faster than jobs in engineering which have traditionally played the leading role. There are expected to be 23,200 jobs in this sector by the end of the decade in our economy.

Personal Services:

With more people earning pay cheques but less time to spend them, the demand for personal services will grow. As the baby boomers generation ages, recreation planners, retirement planners and eventually morticians will do well.

Therapists, technicians and other health professionals:

Despite the current cuts in health spending, job prospects in health professions are strong because of the growing needs of a population well into middle-aged spread. Strong demand for chiropractors, therapists, dietitians, pharmacists, medical and dental technicians and veterinarians is expected.

Managers:

If they stay out of government and big private bureaucracies, managers can look forward to a promising future. The small business sector was the big job creator in the last decade. Big corporations and big government were slashing almost as many jobs as they created - and the trend could pick up.

Arts and Recreation:

This sector will be kept busy marketing the products, packaging the information and running the leisure programs for baby-boomers with money to spend and insatiable interests.

Social Workers and Psychologists:

The demand for social workers, sociologists, psychologists, economists and others in the social sciences will grow at a 2.8% rate.

Nursing:

Despite job losses flowing from hospital budget problems, the profession is expected to grow. The difference is that more growth will come in nursing assistant and similar para-professionals jobs with businesses and personal service companies.

Lawyers and Judges:

This was one of the big growth areas in the late 80s but it is expected to take a bit of a tumble this decade.

Doctors:

The medical profession will grow as will scientists and engineers but at a slower rate. Society will turn more to lower-cost para-professionals and highly-specialized alternatives.

Understanding the Labour Market: Today and In The Future

Why Should You Stay In School?

You've heard it again and again but the figures don't lie.

- 153,000 more jobs for those with a university degree. (up 8% from 1992)
- 144,000 more jobs for those with a college diploma or trade certificate. (up 4%)
- 28,000 more jobs for those with a high school diploma. (up 1%)
- 182,000 **fewer jobs** for those who failed to graduate from high school. (down 6%)

The most recent Health and Activity Limitation Survey, which was conducted as part of the 1991 census, reveals some disturbing statistics in relation to people with disabilities and employment. In 1991, 48% of working age Canadians with disabilities were employed (1.1 million), while amongst persons without disabilities the percentage employed was 73%. At the same time, 35% of Canadians with disabilities reported that they had at least some post-secondary education, compared to 49% of the population without disabilities. How do these kinds of figures and rates of employment versus the levels of education reflect upon one another in the real world of work? Among individuals with a university degree, the percentage employed was lower for persons with disabilities (67%), than for persons without disabilities (87%).

Is there a positive message here? Yes there is. If you have a disability and have completed post-secondary training you are far more likely to be a participant in the employment market after graduation. A significant gap still exists between people with and without disabilities with respect to employability but higher education does make a difference for everyone.

Employers are clearing out the uneducated and untrained, but continue to find room for those whose skills can be vouched for with formal diplomas and degrees. The job market has been undergoing a revolution of rising skills.

For all the advantages it confers, the precious piece of paper earned at educational institutions is not a guarantee of a job.

Despite the growth in employment, the jobless rate for those with better education and training rose to 8% in 1992 and 1993 from 5.4% in 1990.

Raw job numbers don't tell the whole story, of course. They don't indicate how many people ended up in jobs for which they were vastly overqualified, nor do they indicate precisely how many have taken on part-time work instead of the full time jobs that can lay the foundation for a career.

Given the growth of part-time work and the decline of full time work, the odds are that plenty of the new job holders fall into the first category.

For further information on career projections and labour market prospects you might want to consult *Job Futures Volume One (1996)*. This is a document that was published by the Canadian Occupational Projection System (COPS) of the Applied Research Branch and the Occupational and Career Development Division of Human Resources Development Division of Human Resources Development Canada. The following description of volumes one and two is reprinted with permission.

Job Futures Volume One (1996) provides general information on 211 occupational groups covering all jobs available in Canada. Information on each occupational group includes:

- Types of employers who hire workers in the group.
- Job duties and responsibilities.
- The level and type of education, training and experience required of workers in the group.
- Main labour market characteristics of the group.
- Current prospects of finding work in occupations in the group and Job prospects for the next five years.

The information on each occupational group is presented in texts and charts. The text is concise and easy to read. The charts provide "at a glance" snapshots of data.

Volume one of *Job Futures (1996)* can help students with career planning since it provides information on the type of economic conditions that face newcomers to an occupational group. This information focusses on employment opportunities, working conditions and financial benefits. Individual preferences, aptitudes, skills, education and training also play an important role in career planning. For example:

- An individual re-entering the labour market may find the working conditions in an occupation particularly attractive because of his or her personal working style.
- An individual may have special skills that will enable him or her to do much better than an average person in an occupation where those skills are essential.
- Training and educational institutions vary in quality. Since the labour market distinguishes between graduates from different institutes, students planning their educational paths should realize that it may be easier to obtain work in a desired occupation if they have acquired skills in institutions given higher ratings by employers.

Volume one of *Job Futures* also contains a projection of how labour market conditions may change in the next five years.

Projections are based on the current labour market conditions and on forecasting models regarding future employer requirements and the number of people who will be seeking work in the occupational group. The projection also considers the speed at which current conditions are projected to change.

Readers should use these projections with caution. Although they are based on the best judgment of specialists using the most sophisticated forecasting tools available, their validity may change in the case of unexpected political, social or economic circumstances.

For further information, on *Job Futures Volume One (1996)* or *Job Futures Volume Two (1996)* your guidance counsellor may have a copy. Also, you can find a lot of the information directly on Schoolnet at: http://schoolnet.carleton.ca or you can contact them directly at:

Director
Occupational Projections and Macroeconomic Studies
Applied Research Branch, Strategic Policy
140 Promenade du Portage
Phase IV, 4th Floor
Hull, Quebec K1A-0J9

Job Futures Volume Two (1996): Career Outlooks for Graduates provides general information on the education and work experiences of recent graduates from trade and vocational schools, community colleges and universities. This information is organized by programs of study.

Volume two of *Job Futures (1996)* includes 155 programs of study, which represent a specific field of study at a certain educational level. Overall, the 155 specific programs of study are based on close to 100 general fields of study and account for about 90% of all post-secondary graduates in Canada.

Information on each educational category includes:

- content of the program;
- availability in Canada;
- prerequisites;
- major occupations in which recent graduates found work;
- how these graduates feel about their educational choices and their jobs;
- early labour market experiences of these graduates;
- current labour market prospects for these graduates; and
- job prospects for graduates over the next five years.

Volume two of *Job Futures (1996)* can help high school students making educational and career decisions and post-secondary students who want to know more about work prospects in their field. It can help users with educational and career planning since it provides information on the economic conditions that face graduates when they enter the world of work.

Profile

Shamez Kassam's Story

I have a stuttering disability, ever since my childhood, which has created a major challenge in all aspects of my life. Although I have managed to get treatment for this disability, there is unfortunately no permanent cure for stuttering. In other words, the condition is a prolonged, life time impairment. My disability has a profound impact on my daily activities. Despite the speech therapy, speech maintenance is a formidable task and a daily challenge. Many times, the condition relapses quickly. Situations such as public speaking, conversations over the telephone and other activities requiring speaking can be very difficult for me at times.

Due to my disability, I tend not to judge myself on absolute performance, but rather on whether or not I tried my absolute best at any given activity. While I am sure I would have accomplished more if I did not have a disability, I tend to look more positively at the situation and carry the positive aspects of my experiences at all times. I believe that each person has a responsibility of making a contribution to improving the well being of humanity. To me, this is the true measure of an individual's success in life. My deepest conviction and experience is that it is this type of attitude and frame of mind that brings to me the immense sense of joy, happiness and success, both now and in the future.

My career aspirations have evolved over the years and allowed me to finally decide that I would dedicate my life to helping people with a disability and become an advocate of their needs in our society. Hence my decision to become an Occupational Therapist. I have a first hand experience of the pain and stigma associated with being a person with a disability. In fact, it was this personal experience which attracted me to the field of Occupational Therapy. It is my strong opinion that given a chance, all persons with a disability can become productive citizens in our society. There is no doubt that my disability has shaped my entire life, including my career plans. Moreover, by being a strong advocate for persons with a disability, I feel that I will be able to make an important and much needed contribution to society.

Looking at my life retrospectively, I have gained much from my experience with stuttering and perhaps in some perverse way, I am thankful for it. I have come to understand that life is about persevering to overcome trials, tribulations and obstacles. Life is about never quitting no matter what. Life is about facing your fears and conquering them. Life is about setting goals and striving to achieve them. Life is about having dreams. Contrary to popular belief, dreams can become a reality if you really believe in them. I have a dream - to one day be fully in control of my stuttering. With hard work and dedication, that dream will become a reality. My message is clear and simple and applies equally to persons with and without a disability. Persevere and never give up in your struggle to achieve your goals. Keep fighting to make your dreams come true. It is not whether you are knocked down, but whether you get back up that counts.

Shamez is the recipient of numerous awards and scholarships, including:

- Katherine Kartz Memorial Award for the physically challenged.
- Aga Khan Foundation Canada Scholarship
- Calgary Co-op Trust Fund Bursary (Alice Brown Award)
- Louise McKinney Post-Secondary Scholarship
- Alexander Rutherford Scholarship
- Canada Science Scholarship
- University of Calgary Matriculation Merit Award
- Transalta Utilities Matriculation Award
- Calgary Board of Education Academic Bursary
- National Access Awareness Award 1996

This profile was submitted in the Spring of 1996. Shamez Kassan is a student at The University of Alberta.

Workplace or School Accommodation

Accommodation in a work or learning context is unique to each individual person with a disability. It is not realistic to categorize disabled students and determine, for example, that every student who is deaf will require sign language interpreters in the classroom or workplace or that every physically disabled person will need ramps and elevators to access their school or work facility.

Since accommodations are a matter of individual preference and need, the level of accessibility of post-secondary institutions and workplaces is in every way an issue of good communication and a commitment to recognize the differences and abilities of people with disabilities.

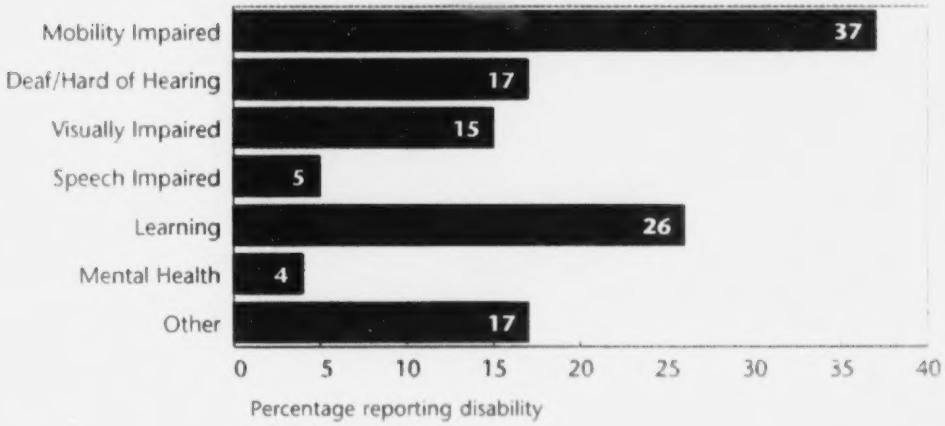
You may feel that your particular type of disability could not be accommodated in a work or academic environment. It is important to point out at this time that there are all kinds of disabilities that are being accommodated in academic and workplace settings.

In the NEADS' *Employment Opportunities For Post-Secondary Students and Graduates With Disabilities: A National Study* respondents were asked to identify the primary nature of their disability from a list of six different types (Mobility Impaired; Deaf/Hard of Hearing; Blind/Visually Impaired; Speech Impaired; Learning Disability; Mental Health Disability). Respondents were also given the option of specifying any disabilities that did not appear on the list, and of indicating more than one type of disability, if appropriate. A considerable proportion (19.9%) indicated more than one disability type.

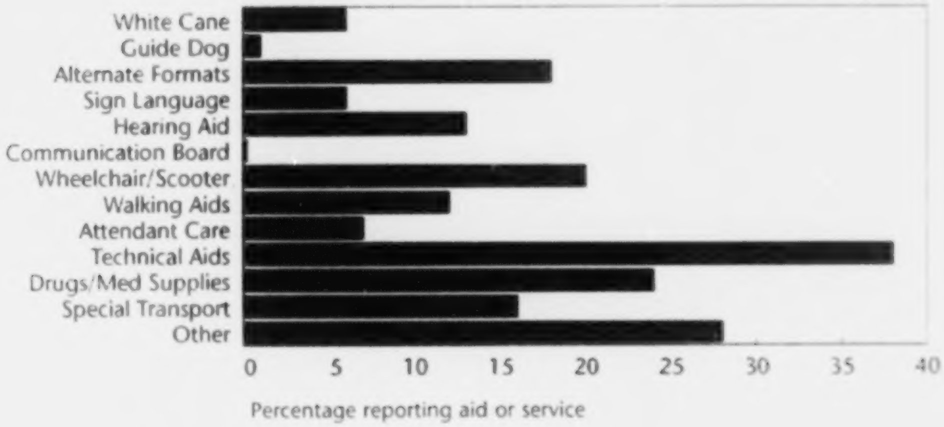
Among respondents, the most common form of disability reported was mobility impairment (37%); the least common was mental health disability (4%); Another 17% specified other forms of disability. Among these, the most common were conditions such as repetitive strain and back injury, affecting respondents agility (4.2% of respondents). Other more frequently cited conditions were epilepsy and cerebral palsy.

Percentage reporting disability type

More than one disability may apply



Employment Opportunities For Post-Secondary Students and Graduates With Disabilities: A National Study, NEADS, July, 1996.



Aids or services used to accommodate disability

More than one may apply (will not add up to 100%)

Employment Opportunities For Post-Secondary Students and Graduates With Disabilities: A National Study, NEADS, July, 1996.

Respondents were asked to specify, according to a list of 12 items, the kinds of aids or services they used on a day-to-day basis to accommodate their disability, and were given the option of specifying any that did not appear on the list. Among all respondents, over half (55.5%) used more than one aid or service to accommodate their disability.

The most frequently indicated type of accommodations were computers, braillers and calculators (38% of respondents). Drugs or other medical supplies were the second most commonly cited aid or service used (24%). Wheelchairs and scooters were cited by 20% of respondents, alternate formats such as braille, large print and audiotape by 18%, specialized transport services by 16%, hearing aids by 13% and crutches or walking aids by 12%. Less than 10% of those surveyed indicated that they used either a white cane, a guide dog, sign language interpreters, a communication board such as Bliss (only one respondent indicated this item), or that they needed attendant care. Many respondents specified that they used some other type of aid or service on a day-to-day basis (28%) and here the most commonly cited type was a note-taker (6% of all respondents). Another 9% indicated that they used no particular aid or service on a day-to-day basis to accommodate their disability.

A resource that students might find useful in this regard with respect to post-secondary schools is the *Annotated Bibliography of Printed Materials On Post-Secondary Access and Accommodation*. This bibliography was developed by NEADS as a resource for students with disabilities who are interested in university or college study, but are unaware of the information that is available to them on different types of services and accommodations from Canadian schools. It describes and assesses a variety of different kinds of materials including pamphlets, guidebooks, accessibility studies and maps.

These references have been produced by individual colleges and universities across the country and outline services and programs offered on the campuses. The bibliography is divided into three sections. The first section is of university publications, the second section describes college materials and the third part refers to national and provincial directories and reports. Contact the NEADS office if you are interested in this publication.

The 1991 Health and Activity Limitation Survey, indicated that many different types of accommodations were required in various workplace settings. In all categories of labour force activity, the two most often cited types of accommodation required for work were "job redesign" and "modified/reduced hours." There are many other accommodations that are being made in schools and workplaces such as, accessible transportation, the provision of technical aids and communication services for those who are deaf or hard of hearing to name but a few.

If you are worried that a potential employer may be hesitant about hiring you because they may be concerned about the money it may cost them to accommodate you, you might want to point out that most accommodations are achieved at little or no cost to the employer. For example, a person requiring an elevated desk space in order to fit with a wheelchair can accomplish this simple accommodation for free. Rather than asking an employer to purchase an adapted desk, an individual can have his other needs accommodated by placing pieces of wood under the desk legs.

> *"We all deserve to learn and some of us learn at a different pace. Take advantage of all the opportunities that are there for you. It takes us a whole lot longer (than able bodied people) to get all that we can out of university so why not take advantage of the services that are available? Keep asking until you get what you want and need."*

One organization that has a great deal of information on workplace accommodations and dealing with employers in this area is the Canadian Council on Rehabilitation and Work (CCRW). CCRW is based in Toronto and runs the Job Accommodation Network (Canada). The Council's address and telephone number are: CCRW, 20 King St. West, 9th Floor, Toronto, Ontario, tel. 974-5575.

You may want to consult the following bibliography should you require further information on workplace accommodations.

Materials listed in this bibliography are compiled from the database of the Canadian Clearinghouse on Disability Issues, which is an office of Human Resources Development Canada. Many of these documents are currently located at: the Canadian Council on Rehabilitation and Work; The G. Allan Roeher Institute, Toronto; The Office des personnes handicapées du Québec (OPHQ), Drummondville; and the Canadian Clearinghouse on Disability Issues, Ottawa-Hull. The catalogue numbers that we have printed are those used by the Clearinghouse.

The Canadian Clearinghouse on Disability Issues is a national service that brings together information related to disability that is of interest to persons with disabilities, community organizations, business people, educators, labour, and others concerned with disability issues. The Clearinghouse can be reached at: Status of Disabled Persons Secretariat, Human Resources Development Canada, 25 Eddy St., Suite 100, Hull, Quebec, K1A OM5: tel: 1 (800) 665-9017.

Contact your local public or university library if you wish to borrow any of these titles. If they are not held by the library, ask about inter-library loan procedures to access these documents.

Accommodating Persons with Disabilities in the Workplace. (Ottawa): Public Service Commission of Canada, (1990).
Clearinghouse...: 454 xi A22 1990

American Society for Training and Development.
The Americans with Disabilities Act: **Techniques for Accommodation.** Alexandria, Va.: American Society for Training and Development, 1992.
Clearinghouse...: 458 x2 A43 1992

Nisbet, Jan
Assisting Persons with Severe Disabilities to Achieve Success in Integrated Workplaces: Critical Elements. Syracuse, N.Y.: Division of Special Education and Rehabilitation, Syracuse University, (1982).
Roeher...............: 454 .N57a

Ontario Ministry of Community and Social Services. Program Technology Branch.
Building a Partnership: the Delivery of Technical Accommodation to Employees and Applicants with Disabilities Within the Ontario Public Service: A Discussion Paper prepared by the Program Technology Branch, Ministry of Community and Social Services in Conjunction with Management Board Secretariat. Toronto: The Ministry, 1992.
Clearinghouse...: 460 x13 o57 1992

Taras, Daphne G
The Duty to Accommodate Disabled Employees.
1992.
OPHQ.......................: travail

Employers are Asking — About Accommodating Workers with Disabilities. Washington, D.C.:
President's Committee on Employment of the Handicapped, (1989)
Clearinghouse...: 454.3 x2 E46 1989

Employers are Asking — About Making the Workplace Accessible to Workers with Disabilities.
Washington, D.C.:
President's Committee on Employment of the Handicapped, (1989)
Clearinghouse...: 420.1 x2 E46 1989

Krahn, Peter.
Focus on Ability: An Employer's Handbook on Employment & Disability/compiled and edited by Peter Krahn.
Winnipeg: Canadian Council on Rehabilitation and Work, c1991 E.

United States. Equal Employment Opportunity Commission. A Guide for Managers and Supervisors :
Employment of People with Disabilities in the Federal Government.
(Washington, D.C.) : U.S. Equal Opportunity Commission, (1990)
Clearinghouse...: 454 X2 U83 1990

Ontario Human Rights Commission. Guidelines for Assessing Accommodation Requirements for Persons with Disabilities under the Ontario Human Rights Code, 1981, as amended.
Toronto:
Ministry of Citizenship, c1989.
Clearinghouse...: 450 x1 E35 1987.

Economic Council of Canada. Innovation and Jobs in Canada: A Research Report /Prepared for the Economic Council of Canada.
Ottawa: The Council, 1987.
Clearinghouse...: 450 x1 E35 1987.

Flynn, Robert J
Matching Job-Search Training Interventions with Clients. 1991.
OPHQ..............................: travail

A Needs Analysis on the Ontario Public Service Use of Physical Demands Analysis.
Toronto: Centre for Disability and Work, Ontario Ministry of Labour, 1992.
Clearinghouse...: 454.3 X13 N43 1992

Lynch, Rose Marianne et al
Operation Job Match. A Job Readiness Program that Works. Guide for Clients. Designed for the Individual with a Physical Disability.
Washington, DC: Operation Job Match, 1987.
OPHQ.................................: travail

Carling, Paul J.
Reasonable Accommodations in the Work Place for Individuals with Psychiatric Disabilities. Burlington, Vt.: The Center for Community Change through Housing and Support, Institute for Program Development, Trinity College of Vermont, 1993.
Clearinghouse...: 454.3 X2 C37 1993

Profile

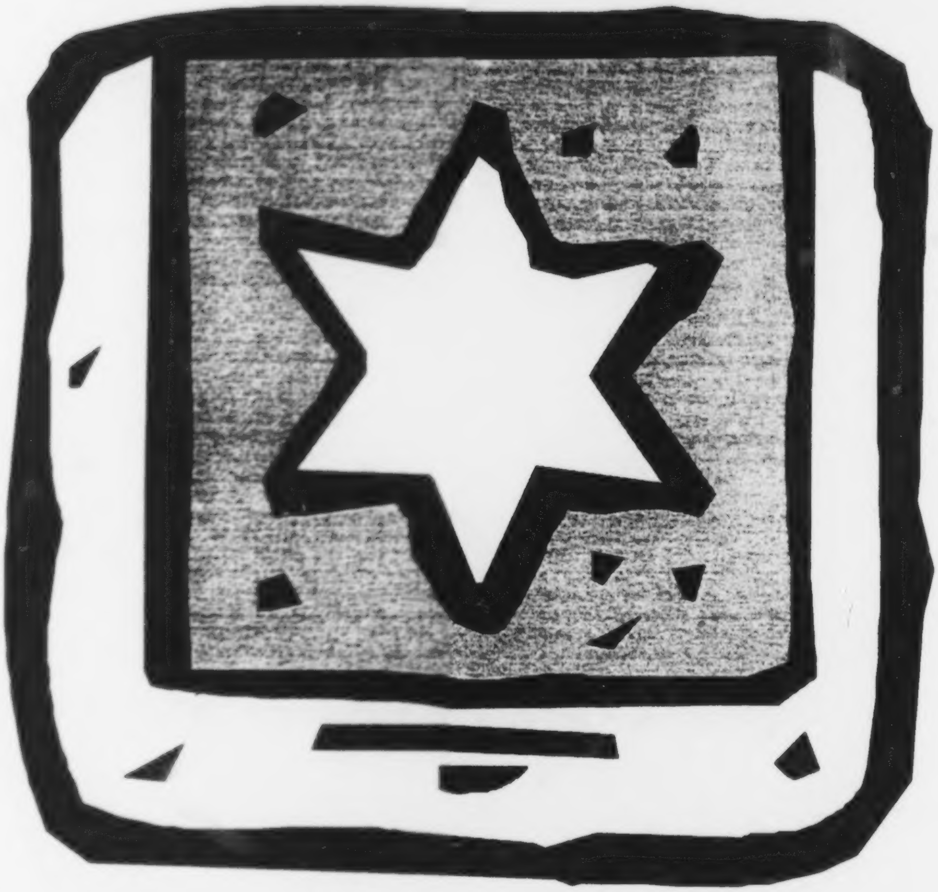
Stephanie Pollock's Story

As the Past-President of NEADS, Stephanie Pollock brings with her a wealth of experience gained while serving on the NEADS Board from 1992-1996. She has represented the organization at a number of conferences and meetings during her term as President and two years ago was part of the Selection Committee for the National Access Awareness Week Student Awards Program. She was on the Planning Committee for the International Youth for Youth Health Conference organized by the Canadian Youth Foundation in 1994. She was also a member of the Youth Council of New Brunswick, as a representative of disabled youth. In May, 1996, Stephanie attended a national conference on education hosted by the Council of Ministers of Education. Also in 1996, Stephanie played a key role as the NEADS representative on the Federal Task Force on Disability Issues (Human Resources Development Canada).

Stephanie was the class valedictorian in 1993 when she received her Bachelor of Arts degree and went on to complete a Bachelor of Education in 1994. Both degrees are from St. Thomas University in Fredericton.

"I am first and foremost a person with a lot to share and contribute in society and I just happen to have a disability," says Stephanie. "It is part of who I am, but it is not all that I am. I think that students with disabilities need to emphasize what they can do and not what their disability stops them from doing. I encourage you to get involved, speak out and most of all have fun."

Stephanie has achieved a lot in her 25 years. She has worked as a math teacher at Albert Street Junior High in Fredericton. She enjoys teaching students and is thrilled by their acceptance of her. "Kids make the job worthwhile - - I love it."



Skills For Success

(The following article was written by the Canadian Association of Career Educators and Employers. It is re-printed with permission. The article appears in *Career Options: The Graduate Recruitment Annual 1995-1996.*)

Skills - The word of the nineties. Today's employers want you as the potential, potential employee, to be "ready to hit the road running." Translated, that means the employer's expectation is that you know your skills, are able to articulate them in a job interview, and are ready to use them in a job context. Knowing your skills is also an important part of making job and career decisions and if projections are accurate, you may be looking at making several career changes in your lifetime.

Skills, and the assessment of them is often a challenging task. It seems that we all crave a "skillometre" whereby you would simply place your finger into a machine and presto it would analyze you and provide a ready made list of your abilities and corresponding career choices. Of course, no such gadget exists but in actuality the knowledge about your own skills is at your fingertips. You probably have never really thought about it, but all the "skillometre" takes is time, a piece of paper, and an acceptance of the following rules in developing the right mind set. Read on.

Rule Number One:

It is important to understand what constitutes a skill. Is it being able to use a computer? Communicate with people? Organize an event? Sell a product? The answer is yes, yes, yes and yes. So often we limit our potential by only acknowledging the skills that are more technical in nature. In reality you can have both technical and non-technical skills and accept them as having equal value.

Rule Number Two:

You must acknowledge that ALL of your experiences are valuable. This means that your paid summer or part-time employment can be assessed on the same plane as your extra-curricular, volunteer and educational experiences. So often we limit ourselves by only discussing our paid employment experiences. The reality for you as a student is that you probably have very limited career-related jobs and need to draw upon all of your experiences in communicating your job-readiness to an employer. It is also during these varied experiences that you are experimenting and exploring possible job and career-related skills and asking yourself, are these the skills I want to use and develop in a career?

Rule Number Three:

Since there is no such thing as a "Skillometre" machine, you must come to accept your own self-assessment as valid, and to truly trust yourself. One thing that seems to be pervasive is that we all need some sort of feedback, either in grades, money, or recognition from others to confirm our own intuitions. As a result, you may overlook some of your assets. For example, someone didn't give you an A in organizing a fundraising event, even though your sense is that it was a success as everything went smoothly the day of the event. You may say to yourself, I think I have good organizational skills, but how can I prove this to an employer? One of the key components of self-marketing is being able to extract from all of your experiences, the organizational ones in this case, and clearly articulate the specifics of that experience to the employer. In so doing, you will indeed be proving your skills.

Now that you have the right mind set, find a piece of paper and pencil to begin the task of skill assessment.

Step One: Experiences

- Education: Courses, Projects, Labs, Thesis and presentations
- Previous Jobs: Summer, Part-time, and Full-time
- Activities: Extra-curricular, Volunteer, Hobbies and Athletics

Step Two: Identify Skills

Organizational / communication / supervisory / computer literacy / analytical / graphic design / teaching / problem-solving / accounting / scheduling / writing / laboratory / etc.

Step Three: Generate a List of Jobs

The following are simplified examples of how to combine skills to create options, you may ask friends or seek guidance from a career counsellor to assist you in generating ideas:

- Communication + Creativity + Organizational = Teaching / Public Relations
- Administrative + Budgeting + Supervisory = Business / Management
- Drafting + Trouble Shooting + Investigation = Engineering / Technician

The nature of this exercise is that it is an evolving process, involving experimentation and exploration. Realize that with each new experience, you will continue to add to your repertoire of skills, and possible career options.

Employer's Top Ten Transferable Skills

The following is a list of transferable skills employers felt were most important when hiring new recruits. Transferable skills are those skills which you can take with you and adapt to a variety of work environments.

- Analytical / Problem-Solving Skills
- Flexibility / Versatility Skills
- Interpersonal Skills
- Oral / Written Communication Skills
- Organizational / Planning Skills
- Time Management Skills
- Enthusiastic /Motivated
- Leadership Qualities
- Self Starter / Takes Initiative

Profile

Esther Ignani's Story

Esther will be receiving a Bachelor of Applied Science in the Nutrition, Consumer and Family Studies program from Ryerson Polytechnic University in June 1996. Prior to her enrollment in Ryerson, she worked in the community for seven years, counselling survivors of violence and individuals affected by AIDS and HIV. Her decision to pursue studies in nutrition and dietetics was largely a result of the fact that issues regarding nutrition, food and diet often emerged as areas of concern for both groups.

Over the past several years at Ryerson, Esther has been able to balance work and volunteer commitments while maintaining a strong academic performance. In her counselling and advocacy work she has gained the ability to listen with empathy and remain flexible while working with individuals and families from a wide variety of backgrounds. She has demonstrated initiative and leadership in developing a group facilitator training project and also starting a catering business.

In addition, Esther worked as a food service aide at Baycrest Centre for Geriatric Care and has seen some of the nutrition challenges faced by elderly persons. She has gained in her knowledge of the nutrition concerns of consumers through her work at a food co-op; particularly with respect to food allergies and sensitivities. Currently, she is working with the clinical dieticians at Bloorview Children's Hospital, and volunteering as a feeding assistant for infants and toddlers with severe disabilities.

Her experience at Bloorview Hospital has given her the motivation to pursue graduate studies. Esther has applied to the Masters of Science program in Nutritional Sciences at the University of Toronto. She is interested in examining the feeding interactions between caregivers and disabled children, using qualitative methodology. The literature concerning feeding of disabled children has focused on the challenges and negative aspects of the interaction. Esther's hope is to determine the positive meanings that feeding can bring to the caregiver-child relationship. In turn, her studies may inform health care professionals as to the losses caregivers and children may experience when feeding becomes "medicalized."

Esther one of the recipients of the National Access Awareness Week scholarship for 1996. Esther plans to use the award to help make a significant contribution to the field of health care as it relates to disabled children and their families.

This profile was written in the Spring of 1996.

The Job Search

Looking for work is always a challenge. As a job hunter, you will have to meet with prospective employers and convince them that they will be selecting the number one candidate by choosing you. You have quite the road ahead of yourself with many twists and turns, along with the occasional valley. People with a disability are often challenged with an extra curve or two along the job search road.

In NEADS' *Employment Opportunities for Post-Secondary Students and Graduates With Disabilities: A National Study*, respondents were asked: "if at some stage you have looked for work, whether after or during your post-secondary studies, what techniques, methods or services have you used? A series of techniques, methods and services were provided, including a category for specifying "other." The greatest proportion of respondents (61.4%) reported that they had asked friends or people in their field of work for help in finding a job. Similarly, 59.0% reported that they had searched newspaper ads, and 53.4% reported that they had checked CEC job postings or selected a list of potential employers to enquire about potential jobs.

> *"Use every resource available to you now and in your post-secondary careers. Ask for assistance from those that you work with and those you socialize with. They will not know how to help you until you say something. Finally, there is always a backdoor in."*

On the other hand, only 28.8% reported that they had registered with an employment agency. The greatest proportion of those respondents who specified "other" techniques, reported either "Co-op program" (13.2%) or "school career centre" (13.2%). Similarly, 11.2% of those who specified "other" reported that they had "applied in person" (i.e. "hit the pavement", "cold calls", etc.) in searching for employment.

The good news is that in looking for work (like any other quest we attempt) you are bound to be more successful if you are organized and have a strategy to help you deal with some of the more tricky aspects of your pursuit. This section of your Resource Package will attempt to help you in this area or point you in the direction of other resources that you might find useful.

Although this section will provide you with a lot of tips and information, it does not pretend to be exhaustive. By sharing with others who are, or who have been, along the job search road, you will gather your own wisdom and job search methods that work for you. It is important to remember that there is not one single method for looking for employment. With time and experience you will begin to identify for yourself what works and what doesn't. Some of our greatest learning occurs through the mistakes we make!

The job search road can often be a long one especially when opportunities appear to be few and the competition fierce. This can be frustrating but try not to let it drag you down. Looking for work can be one of the best ways to get to know your qualities and all of the special talents you possess. It is important to be familiar with the product you will be trying to sell which is yourself. If you approach the job search volunteering yourself to the process, your energy and enthusiasm will lead you toward success.

The following hints will enable you to begin your job search preparation:

Use an agenda or calendar to schedule your appointments and to plan your time. The same agenda can be used to plot job search goals you may wish to accomplish.

Establish an organized work area in your home that will have everything you need handy to respond to advertisements, follow up on leads etc. When you conduct yourself in an organized manner you will feel more professional and it will be easier to convince potential employers that you possess these qualities.

Learn how to present yourself accurately and effectively on a résumé and have your résumé laser printed if possible. A number of good guides are around to help you establish an effective résumé.

Bolls, Richard N.
What Colour is Your Parachute?
Berkeley: Ten Speed Press
(updated annually).

Figler, Howard.
The Complete Job Search Handbook. New York: Holt Rinehart & Winston, 1979.

Bostwick, Burdette E.
Résumé Writing.
New York: John Wiley and Sons, 1980.

Parker, Yana.
The Damned Good Résumé Guide.
1996.

For further reference, consult your local library for information on résumé writing. You should also develop a mechanism whereby you can keep track of all correspondence you send out. Cover letters should be typed or prepared on a computer.

It is important to have a support system while you are looking for work. Also, have a trusted friend who can provide encouragement to you in the challenging time that lies ahead.

When you have prepared yourself accordingly, you will be ready to proceed forward in looking for work:

There are many good books to help job seekers develop strategies that will help them effectively look for and find work. You can consult your local library or book store for titles and authors. Here are a few suggestions and some other material that is available from the National Clearinghouse on Disability Issues, an office of Human Resources Development Canada.

Anema, Durlynn
Get hired!: Finding Job Opportunities. 2nd ed. Hayward, Calif.: Janus Books, 1990.

Mcloughlin, Caven S.
Getting Employed, Staying Employed: Job Development and Training for Persons with Severe Handicaps.
Baltimore, Md. : Paul H Brooks, 1987.

Perrin, Burt
Innovative Approaches to the Employment of People with Disabilities. Toronto: Burt Perrin Associates, 1987.

Job Interview Tips for People with Learning Disabilities (kit).
Ottawa : Learning Disabilities Association of Canada, (c1990)
Clearinghouse...: 459 J62 1990 E

Bolles, Richard Nelson
Job Hunting Tips for the So-Called Handicapped or People Who Have Disabilities: a supplement to What Colour is Your Parachute?
Berkley, CA : Ten Speed Press. 1991.

Witt, Melanie Astaire,
Job Strategies for People with Disabilities: Enable Yourself for Today's Market.
Princeton, N.J. Peterson guides. 1992
Clearinghouse...: 459 X1Z10 A56 1993

Annabel, Gary
Perspectives on the Journey: The Qualifications and Experiences of Canadian Job Seekers with Disabilities.
Winnipeg, Manitoba. Canadian Council on Rehabilitation and Work, c1993
Clearinghouse...: 459 X1Z10 A56 1993

Taking Aim: Job Search Strategies for People with Disabilities.
Ontario. Ministry of Labour. Handicapped Employment Program. 1988.

Who Am I?

Many people race off looking for work without ever really having spent any time thinking about the kind of person they are or being clear about the kinds of interests, skills, abilities or unique talents that they possess. All of these areas need to be defined in order to make a good match between the kind of person we are and the type of work that will nourish that person. Therefore, it is an important component in career planning and vital to our eventual sense of satisfaction in a career. Your guidance counsellor has many tools to help you

"Set short and long term goals that are reachable for you. Don't rush into things. Be patient and it will happen for you. Test the waters before you dive, you never know what you will be getting into!"

in this investigation. It would be wise to avail yourself of these tools to assist you in making a career choice. This process will help you define the ideal job for you and guide you toward available opportunities in your area of interest. There have been volumes dedicated to this area of inquiry. Here are just a few of the published materials that you may find useful:

Catalyst Staff.
What to Do With the Rest of Your Life,
New York: Simon and Schuster, 1980.

Dail, Hilda Lee.
How to Create Your Own Career, The Lotus and The Pool,
Boston: Shambhala Publications Inc., 1983.

Mitchell, Joyce Slayton.
I Can Be Anything,
New York: College Entrance Examination Board, 1975.

Montans, Patrick J., and
Higginson, Margaret V.
Career Life Planning for Americans, New York: American Management Association, 1978.

Sinetar, Marsha.
Do What You Love, the Money Will Follow,
NewYork: Panhitt Press, 1987.

Weaver, Peter.
You, Inc.
Garden City, N.Y.: Doubleday, 1973.

Your career development officer will be able to assist you in locating other interesting sources of information in this area. The fact that so much has been written on this subject provides testament to the fact that this is a crucial area of inquiry for job seekers. Doesn't it make intuitive sense that you need to know who you are as a person in order to know what area of work would suit you best?

It may have become apparent by now that virtually none of the information presented so far has dealt with disabilities. That is because your career goals should be based on your qualifications, your unique combination of abilities, knowledge, experience and interests. Your guidance counsellor or career counsellor can help you make a full assessment of these areas in order to help you determine your ideal job profile.

The Employer Advisory Council To NEADS (EAC)

The Employer Advisory Council To NEADS (EAC)

The Employer Advisory Council to NEADS (EAC) is comprised of employers and community organizations that are interested in advising the National Educational Association of Disabled Students regarding employment opportunities for post-secondary students and graduates with disabilities. EAC is governed by a Board of Directors consisting of a Chair, Vice-Chair, Secretary, and Treasurer. It has representatives from companies of many sectors of Canadian industry. The board meets regularly and acts as a liaison between employers and NEADS. There is representation on the EAC from the NEADS office and its Board of Directors. The goals of the EAC are:

- To provide a forum for an exchange of ideas and experiences regarding the employment and integration of people with disabilities;
- To facilitate the recruiting process and workplace integration of students and graduates with disabilities;
- To promote post-secondary education and career choices to high school students with disabilities;
- To participate in the communication process of NEADS on issues related to employment of students and graduates with disabilities;
- To act as a consultative body to NEADS on employment related issues/projects.

Youth with disabilities who are looking for part-time, summer employment or full-time career opportunities should send a résumé to or make contact with the representatives of EAC members listed below. When looking for work it will be important to research a company ahead of time to determine whether the positions that are available match your academic training, acquired skills and general interests.

EAC Members:

Mr. Tom Proszowski
Ph # (416) 927-5382
BANK OF MONTREAL
Manager, Disability Services
6th Floor, 55 Bloor Street West
Toronto, ON M4W 3N5
Fx # (416) 927-2739

Ms. Elaine Henley
Ph # (416) 217-2131
Senior Personnel & Staffing Officer
CANADIAN NATIONAL
277 Front Street West, Suite 802
Toronto, ON M5V 2X7
Fx # (416)217-2132

Ms. Brenda Jean Lycett
Ph # (416) 756-5697
Manager, Workplace Diversity
MOTOROLA CANADA LIMITED
4000 Victoria Park
North York, ON M2H 3S4
Fx # (416) 499-6994

Ms. Kaye Bracegirdle
Ph # (416) 361-8095
Mgr, Recruitment & Selection
CANADA TRUST
161 Bay Street, 32nd Floor
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Résumé
Writing

A résumé is a short, concise document that allows potential employers to quickly view your qualifications, experience, skills, educational background and interests. Your résumé should be the instrument that allows you to market yourself to potential employers and convince them that they might benefit from meeting with you for an interview. Writing a good résumé takes time and several revisions before you are able to get it right. Getting it right means coming up with an effective, concise document that employers can review quickly and easily. Remember, employers are limited in the amount of time that they can dedicate to reading through résumés; therefore your résumé should be equally balanced between clarity and conciseness. But it should also be impressive.

What to Include in Your Résumé?

The first area of consideration in writing an effective résumé is to spend some time thinking about the job you are applying for and to select the information from your personal background that would help an employer decide that you should be interviewed based on your qualifications. Traditionally, résumés are built on four areas of information, personal data, past work experience, education/training and personal information.

Personal Data

This information should be limited to your name address and phone number.

Past Work Experience

This section should include the following information:

- The title of the position you held
- The name of the organization that you worked for
- The responsibilities of your position (tasks etc.)
- The dates of your employment
- Your particular accomplishments while in the position

Education/Training

This section should highlight the particular education you possess along with a description of any additional training that you may have completed along the way including:

- Names and addresses of the schools you attended
- Licenses, diplomas, degrees, or certificates you have earned
- Supplementary training
- Areas you feel you are specialized in
- Night courses you have taken that would contribute an understanding of the position you are applying for

Personal Information

This particular portion (although some view as supplementary rather than absolutely necessary) ought to include personal information such as:

- Volunteer work you are (or have been) involved with
- Any awards you have received
- Leisure activities including clubs or associations you might belong to

Keep in Mind

A résumé should highlight, for an employer information about you and your qualifications. It is one of the most powerful tools you have to market your strengths and abilities. You will avoid disclosing information such as political affiliation, religion etc. Disclosing your disability on a résumé would also be inappropriate. There is a section in this Resource Package that will help you with the whole area of discussing your disability with an employer.

Presentation of Your Résumé:

Two Different Formats:

There are two different ways of organizing your résumé, chronologically and functionally. Generally speaking, the chronological format is the preferred method of presentation, but each style has its advantages.

The Chronological Format

The chronological style of presentation is just what the name implies. It lists the occupations that you have held in order from your most recent position and proceeds backwards in time. This format would be preferable when you have:

- Remained in different positions for a length of time
- Worked without too many interruptions since leaving school
- Achieved promotions or advancements in your area of work and the position you are applying for would be a natural progression on your career path

The Functional Format

The functional formatting of a résumé highlights your experience in terms of your skills and abilities rather than how or where you acquired them. This style of presentation may be preferable to you if:

- You are a recent graduate and haven't had too many jobs
- There have been many stops and starts in your employment history due to illness or other reasons
- You have had many positions that have lasted for brief periods only
- Your past positions have been in many different career areas

To use a functional format, your special skills and abilities are ordered in terms of importance. Under each listing, the positions in which you used these abilities or skills are described. You may or may not choose to provide the dates of employment. Should you decide not to provide this information, a very brief chronological ordering of work positions is usually included following your descriptions. For examples of each style of résumé format please consult the guides referenced in this section or consult your career/guidance counsellor.

Describing Your Accomplishments

Remembering that an employer's time is most often very limited, it is important to present yourself in the most appealing way that grabs the employer's attention. The verbs in particular, that you select will have a great impact with regard to creating a first impression and opening up opportunities to be interviewed. Review the following verbs and consider the impact they would have on you if you were the employer reviewing a potential candidates' accomplishments:

Achieved
Coordinated
Defined
Executed
Generated
Influenced
Implemented
Launched
Mediated
Planned
Solved
Structured
Trained
Verified

It would be worth spending some time reviewing your accomplishments and "packaging" them in a way that will grab the employer's attention. If you are able to present yourself in such a way that the employer will be able to view you as a potential solution to the problem currently faced by the organization, your chances of securing the interview will be substantially increased.

General Résumé Tips to Keep in Mind

A one or two page résumé is best. Anything longer than that probably will not get read. Remember, your potential employer is a busy person, make his job easier and increase your chances that you will get noticed and get the interview.

Make sure that your résumé looks very professional. Ensure that your document is well laid out with appropriate spacing, use of bold and underline etc. Your goal is to have your information easily found and to decrease any chance that you might be overlooked due to the frustration of having to look for information. Have your name address and phone number in easy view on the first page.

Make sure your résumé indicates that references will be provided upon request.

Wherever possible, be brief and concise.

The Covering Letter

Along with every résumé you submit, a covering letter should be attached. It is a very important letter that indicates to your potential employer:

- Your interest in the company or organization
- A summary of your abilities and talents as they pertain to the desired position
- Your written communication skills
- Your wish to meet with the employer

This brief three paragraph letter will enable the employer to decide whether or not to interview you. Because of time limitations and other considerations, employers are not always able to review your résumé to the full degree you might expect. The covering letter gives a snapshot view of the candidates. Based on the snapshot you provide, the employer may or may not decide to take the time to review your résumé. You can therefore see how important your covering letter is. It is your opportunity to leave an impression of yourself and your ability. When you think about it; it is one of the few chances we have to exercise a measure of control over the impression that is made.

The importance of the covering letter cannot be understated. It can make the difference between securing an interview or not. Both the structure and the content of your covering letter need to be carefully considered. It has been considered one of the most difficult letters to write. Perhaps if you consider the following suggestions, the task may not be as daunting.

As you are most likely aware, discrimination usually occurs because of the faulty assumptions employers may have with regard to what a person with a disability is able to do. You are most likely to avoid this discrimination initially if you do not mention your disability in your covering letter. During your interview, you can discuss any (if any) employment accomodations you may require. The important thing to remember is that your covering letter is your opportunity to sell yourself and your talents.

The structure of your covering is an important consideration. Your covering letter should never be any longer than one page in length. The division of the letter should be as follows; an introductory paragraph, the body of the letter and the closing paragraph.

The Introductory Paragraph:

This paragraph should indicate to the employer your purpose in writing to him/her. You should clarify for the employer how you heard of the opportunity that currently exists. You may have heard of the position through a friend or through a newspaper advertisement. Your covering letter may also be a letter of inquiry of possible openings.

The Body of Your Letter:

The body of your letter is the place where you would indicate your unique talents, abilities and experience. This is the place where you will sell yourself to the employer. It is important to remember that only those abilities and work experiences that relate to the position in question should be highlighted. You should avoid having this section read like your résumé, but rather, have it written in such a way that the employer will be encouraged to read your résumé where additional talents will be discovered.

The Closing Paragraph:

The closing paragraph is the place where you will request an interview or arrange alternative contact with an employer.
It is also the place where you thank the employer for taking the time to review your qualifications.

Tips to Remember:

Always type your covering letter on a word processor or computer in a business format.

Your letter should always be addressed to the employer personally. Find out the person's name and use it. Try to avoid Dear Sir/Madam. It makes you appear to lack initiative and assertiveness.

- Your letter should be clear, concise and professional
- Review every covering letter; paying particular attention to errors in spelling or grammer. Errors will reflect negatively on you
- Sign your letter by hand
- Every covering letter must be individualized to the employer and the position sought. Generic cover letters are insulting to employers, it makes them feel unimportant
- Stress in the body of your letter how the company will benefit from hiring you and how you personally will benefit from from becoming part of the company
- Review your covering letter before any interview to remind yourself of what you have said. It is important to be consistent

Responding to an advertisement:

What follows is an example of a job advertisement and a covering letter in response to that advertisement.

CRISIS INTAKE WORKER

Full-time position - 35 hours/wk.

The Crisis Intake Worker provides crisis intervention, information advocacy and referral, in both English and French, for residents of the CCHS client service area who contact the centre for help.

- Education, Experience & Skills
- Post-secondary degree or college diploma from a relevant field.
- Two to four years experience in a community-based human services organization.
- Two years experience working with low income individuals.
- Thorough knowledge of crisis intervention techniques.
- Demonstrated ability to work in a multi- disciplinary team environment.
- Excellent interpersonal and communication skills.
- Thorough knowledge and understanding of the network of community resources, in particular those in the CCHS service area.

Salary: starting at $33,524 + benefits

Applicants, clearly outlining how you meet the above requirements should be sent to Ms. Barbara Gervais at Canadian Community and Health Services, 900 Bryson Avenue, Beaverbrook, Ontario and must be received by 4 PM on August 9, 1996. Only those selected for an interview will be contacted.

Jane Provost
200 Main Street
Beaverbrook, Ontario
P2J-1W7

August 2, 1997

Ms. Barbara Gervais
Canadian Community & Health Services
900 Bryson Avenue
Beaverbrook, Ontario
P3N-2J3

Dear Ms. Gervais:

I would like to be considered for the position of Crisis Intake Worker which was advertised in the Sunday Free Post on July 30 1996.

Previous experience working with individuals in crisis has maintained my commitment to providing quality services to those in need. I have worked in crisis intervention and have provided professional counselling in a number of different work and academic environments. This experience has helped me to develop strong counselling and interpersonal skills while enhancing the necessary organizational skills to utilize my initiative and creative talents to their full extent.

I am aware that Canadian Community and Health Services works from a model of community health initiative. As a crisis counsellor in various settings, I have a well developed understanding of the dynamics of working within such a multidisciplinary team. My work with Napanee Police Victim Crisis Unit, as well as my experience working with disadvantaged adults would be an asset to your organization. I have maintained an enormous amount of respect for the worth and dignity of every individual in crisis who is searching for ways in which to help themselves.

I have included a copy of my résumé for your consideration and would appreciate the opportunity to further discuss my suitability for the position. Please do not hesitate to contact me at your earliest convenience to arrange an interview.

I look forward to meeting with you. Thank you for your time and consideration.

Sincerely,

Jane Provost

Jane Provost.

Discussing Your Disability In An Interview

Discussing Your Disability In An Interview

If you have managed to get an interview, congratulations! You have been able to impress an employer with the information you have already provided to the organization. It has been said that getting the interview is half the battle. Making the right impression in the interview to secure employment is certainly the other half. There exists a wealth of information with regards to interview preparation and it might be a good idea to study up on how to prepare for an interview.

This section will focus on only one aspect of the interview situation that you may or may not encounter — the issue of discussing your disability during an interview. The other areas of creating a good impression during an interview would be best left to your independent study.

Whether or not the subject of your disability is discussed is dependent on many different variables. A few are listed here for consideration:

- The degree to which an employer is comfortable asking you job related questions about your disability
- The interviewer's level of comfort in speaking about disability
- The interviewer's internal perceptions or attitudes toward a person with a disability etc.

Although this list is by no means complete, the fact remains that should you decide to discuss your disability, you may have quite the challenge in front of you. It might be useful prior to being interviewed to develop a personal strategy that you are comfortable with to help you in this area.

The purpose of an interview is to assess whether the particular candidate being interviewed can perform the duties of the position. The employer knows what will be required of the person and it is his or her job to determine during the interview if you are capable of doing the work. Provincial and/or federal Human Rights codes allow for questions about disability as long as they are connected to and relevant to the job you would be performing if hired.

A situation could arise where you feel that a question related to your disability is either inappropriate or unrelated to the position you are being interviewed for. Under these circumstances, it is important to maintain a professional demeanor. A potential answer could be:

> "I'm not quite certain how to best answer that question. Perhaps you could help me understand how your question is related to the job I would be doing?"

By answering in this way, you have not lost your temper and you have asked the interviewer to "help you to understand" rather than asking the employer "to explain him/her self." This gives the interviewer the opportunity to withdraw or rephrase his or her question, or to explain to you how the question is related to the job you would be performing if hired.

On the other hand, the interviewer may be feeling uncomfortable or uncertain enough that questions might be avoided altogether. The interviewer's fears or perceptions of what your disability enables you to do or not do might stand in the way of your being asked job related questions with regard to the disability. This fear of the unknown could disqualify you from being considered. Therefore it would be to your advantage to have a strategy to address these concerns.

The following strategies have been quoted directly from *Taking Aim: Job Search Strategies for People With Disabilities (1986)*, which is a publication of the Canadian Council on Rehabilitation and Work.

- "You must use your own judgment, instinct and past experience to decide when and how to discuss your disability during an interview. Contact the provincial and federal Human Rights Commissions if you have any concerns about the types of questions that are appropriate at employment interviews. You may also find the following suggestions helpful:"

- "Appear comfortable and confident when discussing your disability; this will help to put your interviewer at ease, and enable him/her to view your disability in its proper perspective."
- "Remember that an interviewer may not have had any experience with your type of disability, and may know nothing about it. Try to anticipate the concerns — both "practical" and "emotional" that the interviewer may have."
- "Look for natural opportunities to get into the discussion: for example, if your interviewer says, "Tell me something about yourself," that could be your cue. You could also simply say, "You may be wondering whether my disability will affect my ability to do this job" and go on from there."
- "Although it may be in contravention of the Ontario Human Rights Code for employers to ask you about non-work-related aspects of your disability, you may want to volunteer a simple explanation of your condition. Remember: it's what interviewers don't know - and the fear of the unknown - that makes them so concerned."
- "Give examples of how you have creatively and effectively met challenges that have resulted from your disability, especially in past working experiences."
- "You may feel your disability has taught you to be more flexible and more adept at problem solving than people without disabilities. Don't forget to mention these qualities; they are a real asset to any employer."
- "Point out that your disability hasn't limited your personal achievements and work performance. Give examples of your independence and initiative."
- "Appear eager and enthusiastic about the position you are applying for, but not desperate to get any job. After all, you will be a valued worker in the organization. You're not asking for charity."
- "If you are using a hearing interpreter for the interview, make it clear to the interviewer that your assistant is there to facilitate communication, and is not answering the questions for you."
- "Emphasize your understanding of punctuality, reliability and good work habits. If much of your work experience has been as a volunteer, stress that these were "real" jobs, requiring a high degree of skill and professionalism."
- "Use the interview itself as an opportunity to convince the interviewers that you have good interpersonal skills and will be able to maintain good relationships with co-workers."
- "Never lose your cool! Whatever an interviewer may say, don't respond angrily or defensively or impatiently. Remember that ignorance, not malice, is usually behind any thoughtless or condescending remarks."
- "If the interviewer starts asking questions that are too personal or inappropriate, gently bring the discussion back to the job and your ability to do it. If this is impossible, ask the interviewer to clarify how these questions relate to the job. If the interviewer doesn't have a good reason for the questions, politely but firmly decline to answer. It's not unusual for interviewers to "test" applicants, to make sure they can handle stress with composure."
- "Should the interviewer remain doubtful that you can perform the job, explain in detail how you would handle certain situations, or ask whether you can actually demonstrate your ability to do certain tasks."

Profile

Andrew Evans' Story

Andrew has a learning disability in the area of language processing. He has difficulty remembering what he hears, oral instructions, and details from classroom discussions. Andrew has problems with spelling and mathematics and requires extra time to complete tests and homework.

Despite his disability, Andrew has been extremely busy with various extra curricular activities. Andrew has won medals for his participation in archery and canoeing, and he enjoys cross country skiing. He is the Vice-President of the group Environmentally Conscious Optimist Action in his area and he is a committee member of Students Against Impaired Driving.

Andrew is very busy in community service activities and he is a member of the Arts Council in his hometown. He is also the Co-founder, Secretary/Treasurer and member of the Ontario Student Society of Arboriculture. As the Secretary/Treasurer for the Ontario Student Society of Aboriculture, Andrew organized monthly seminars for the students and a Tree Care Industry Exposition. Andrew provided career education seminars as it pertains to Arboriculture and arranged tree dedication to students who died during the school year.

Andrew is a member of CHATS (Community Home Assistance to Seniors). He helps seniors with home maintenance such as gardening, cleaning eavestroughs, moving heavy objects, painting etc. As most of these seniors live alone, Andrew spends quite a lot of time listening and talking to them. He has planted trees for the "10,000 trees for the Rouge Valley" and has also participated in two Terry Fox Runs.

Andrew is very pleased with his accomplishments to date. He says he has used his sporting activities as a way to try and forget about his learning disability.

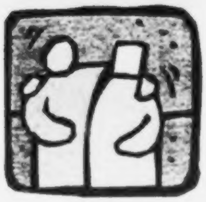
In 1994, he was the recipient of the York Region Board of Education's Council for Exceptional Children Award which is given to a student who has shown tremendous personal and academic growth throughout his high school career. Andrew was also the recipient of the 1995 Learning Disabilities Association of Etobicoke Award, which is given to the student who has achieved through outstanding efforts in the mainstream program.

As if this weren't enough!!! Andrew is one of the six 1996 National Access Awareness Week scholarship recipients.

Andrew's plans are to return to Humber College for his final year. He will receive his diploma in Horticulture. He plans to eventually further his studies at Guelph University. His long term goal is to be in charge of a Botanical Garden.

This profile was written in the Spring of 1996.

Self Esteem and The Job Search



Everyone has a picture of themselves that they carry around inside. The "self concept" that we have of ourselves is a very personal picture that is relatively stable but open to change at the same time. The notion of the self concept is an evaluative measure of our worth. It is a composite measure of who we think we are, what we think we can achieve, what we believe others think of us and what we would like to be. It has been described as:

> "A personal conceptualization and interpretation of the self concept as a constellation of attitudes held towards all facets of the individual by the individual himself."
>
> (Burns 1979, p.vii)

"It's not about independence, it's about interdependence. It's the same with relationships or any kind of situation, you're always going to learn from one another and you can rely on one another. You don't have to be totally independent."

Self esteem and self concept are notions that are often used interchangeably. Self esteem has been described as:

> "The evaluation which the individual makes and customarily maintains with regard to himself. It expresses an attitude of approval or disapproval and indicates the extent to which the individual believes himself to be capable, significant, successful and worthy."
>
> (Battle 1987, p.22)

Upon graduation from college or university, most individuals would be characterized as having high self esteem. Graduates from school have succeeded in a highly competitive domain where they often have had to be assertive to meet deadlines and academic expectations. Graduates from high school or higher education have reason to feel proud of their accomplishments and this feeling of self acceptance is often reflected by family members and friends. It is a wonderful time in life when the academic world has been conquered. You feel as if the world is at your fingertips. Self confidence usually accompanies graduation. You deserve to feel this way...Look at what you have accomplished!

It is with some trepidation that we start to consider the world of work. We have all heard the news and reports of the economic climate. In school, we learn how to succeed and we gradually assimilate the skills needed to succeed. When most of us approach the work world, we are usually ill-equipped with the necessary job search strategies and job search skills. Like study skills, job search strategies and skills also need to be learned.

Initially, in our quest to attain gainful employment, we approach the task at hand with an enormous amount of energy, enthusiasm and optimism. Over time, our feelings regarding our chances of success may be seriously affected. You may quickly discover a new vocabulary that until now, has not been meaningful to you. Words such as: Recession, Restructuring, Downsizing, Outsourcing, Privatized, Hiring Freeze and Cutbacks suddenly become far more personal when we are looking for work. We may begin to question the choices we have made with regard to our academic choices and we may also begin to reflect negatively on our own judgement. The initial stages of your job search are usually accompanied by a lot of energy and enthusiasm. Over time, this same energy and enthusiasm can feel like it is slowly dwindling away and can be transformed into self doubt.

It is common for a job seeker to begin to question their own self worth when their job search efforts have not yet paid off. Our self esteem can feel like it is slowly eroding away.

In times of little economic growth, companies are downsizing their employee base as a way of attempting to solve their own financial woes. It is important that we remain focused on our objectives, and at the same time, remain ever mindful that we are in difficult times and opportunities are not as great as they once were. That is not to say that there is not a place for someone like yourself with your talents, skills and abilities - *There is*! It might take a bit longer to find that place, and it might require that you be as smart as a fox to tap into those opportunities.

The fact that you have not yet been able to tap into those opportunities is not a reflection on you as a person necessarily, but rather, a reflection of the economically challenging times we find ourselves in and the competitiveness of the labour market.

If you find that you are "beating yourself up" a lot and taking much of the blame for the situation you find yourself in, it might be helpful to consider some of the following suggestions:

- Confide in a close friend who may also be looking for work. It will be helpful to know that you are not alone. Your confidante will be able to lend some support during this challenging time and may even be able to share some job search techniques.
- Remind yourself that you are a valuable commodity, a perfect match for an employer requiring your qualifications. It will just take time to find that employer.
- Join a job search support group. These groups are available through most Canada Employment Centres. You will be able to exchange stories and may pick up some tips from fellow job seekers.
- It may be helpful to discuss the difficulties you are experiencing with your guidance or career counsellor. Having a forum to discuss your situation in an environment free from judgement may be very helpful.
- Always remember, your friends, family and acquaintances who are employed were at one time looking for work. They will remember that it is a difficult time and may be willing to help you in any way that they can.

Profile

Krista Wilkins' Story

Let me turn back the clock to 1990. It was a summer in which I made my first "adult" decision and faced the biggest change in my life. Overnight, I had to grow up and deal with the diagnosis of osteogenic sarcoma (bone cancer) in my right knee. With the support of family, friends, and medical staff, I contemplated which route to take. Should I have my leg amputated or should I try the alternate surgeries? Due to previous health problems (neurofibromatosis resulting in my right leg breaking six times), I opted for the amputation. From this point on, I was determined to take a positive outlook and not to let my illness or my disability hold me back.

During my lengthy hospitilization, I faced strenuous physiotherapy, extensive chemotherapy and many other intrusive procedures that accompany a diagnosis of cancer. At the same time, I continued my grade ten studies, although my school insisted that balancing school and cancer would be too hard. I refused to take the anti-nausea medication to stay alert and worked hard to achieve a B+ average for the year.

As I reflect upon these long nine months, I question the source of my endurance. My only answer is that when faced with a terminal illness, there are two choices: give up and let the illness devour the mind, body, and soul or fight the disease with every ounce of energy in the body. I opted for the latter and have succeeded, as I am currently five years in remission and a master at using a prosthesis!

However, further complications have evolved as a result of the extra stress that is put on my sound leg when I use a prosthesis. Unfortunately, my sound leg has not been able to deal with this extra strain, and since my amputation, it has broken twice and each time I have been forced to use a wheelchair until I can get back on my feet.

I feel that my own experiences as a person with a disability would be an asset in my future career as a psychologist. In particular, I would like to focus on the psychological aspects of dealing with chronic illnesses and disabilities. I also feel that my work (Camp Rotary and volunteering) with fellow persons with disabilities provides me with a wide range of disabilities. My strong study skills and insatiable desire to learn will enable me to move forward in great strides.

Here is a sampling of some of the activities that Krista has been involved in:

- Computer counsellor and Director with Rotary for three years.
- Student mentor.
- Volunteer with Caravan 95 (promotes accessibility awareness).
- Volunteer with oncology and neonatal at a children's hospital.
- Volunteer with the Terry Fox Run.
- Guest speaker at symposium for children with cancer.
- Spokesperson for the Children's Wish Foundation.
- VP communications for the Student Accessibility Fund.
- Media consultant for the War Amputations Canada

This profile was submitted in the Spring of 1996. Krista Wilkins is a student at Dalhousie University.

Utilizing New Technologies in The Job Search

Technology is developing at a rate that is beyond belief. The many applications and services of the Internet would be a good example of how quickly information technology is expanding at an incredibly fast rate. There are now many services available to job-seekers that were not even dreamed of a decade ago. It is for this reason that you are encouraged to access every available resource open to you (every edge you can give yourself is important in this economy). This manual can not possibly list all the computer technology and servers available to job seekers with disabilities, however, some resources are listed below that you may find useful.

Wide Area Employment Network and Résumé Writer:

The Canadian Council on Rehabilitation and Work (CCRW) recently launched a computer network that links job-ready people with disabilities to a network of employers. Through a user-friendly software program called the Résumé Writer, individuals develop a resume by identifying marketable skills, experience and education. The software uses National Occupational Classifications to record much of the résumé information. When employers access the Wide Area Employment Network with the Résumé Searcher software, these codes help them find candidates with relevant qualifications.

Currently, job-seekers can use the Résumé Writer at over a dozen locations in the Greater Toronto Area, and at the Burnaby Skills Centre in Burnaby, B.C. The software is written so that it can be used with assistive devices, making the system easily accessible to people with visual or mobility disabilities.

In addition to service providers such as the Canadian National Institute for the Blind, the Résumé Writer is installed at York University, the University of Waterloo, Centenniel and Cambrian Colleges. "In addition to private training institutes like the Academy of Learning, Canada Employment Centres and libraries, we hope to have a Résumé Writer in every college and university in Canada," says the WAEN's manager of Project Development Pat Reiniger. The goal is to eventually have a Résumé Writer input-site in all 130 Academy of Learning locations in Canada. CCRW is further expanding the WAEN to Halifax on June 1st and Winnipeg on August 1st, 1996. Community partners, such as the Burnaby Skills Centre, will be coordinating the regional sites of the Wide Area Employment Network, allowing the system to be available to job-seekers and recruiters from coast-to-coast by mid-1996.

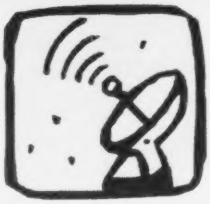
For further information on the Wide Area Employment Network and Résumé Writer contact: Canadian Council on Rehabilitation and Work, 20 King Street West, 10th Floor, Toronto, Ontario, M5H 1C4, tel. (416) 974-2461, fax. (416) 974-5577, TTY (416) 974-2636, homepage: http://www.ccrw.org, email: info@ccrw.org.

National Graduates Register:

The National Graduates Register (NGR) was developed to improve graduates' access to labour market information with the goal of easing the transition from school to work. Graduates will have access to available employment opportunities via an internet search program using a custom World Wide Web NGR database. Graduates will be able to file a résumé of their experience, education and career goals with the National Graduates Register. This will provide a mechanism for graduates to market themselves to potential employers.

Employers will have an affordable means of searching for appropriate candidates. They will now be able to quickly match the desired qualifications with a pool of résumés in the résumé data base.

At this point, the NGR is still in a pilot phase of operation in Atlantic Canada. If successful, plans are to expand the service to the rest of Canada.



For more information, students can contact:

Denise Woods
Industry Canada
tel: (613) 990-3318
fax: (613) 941-2811

Or:

National Graduate Register
The Meramcook Institute
P.O. Box 180
Saint-Joseph, New Brunswick E0A 2Y0
tel: (506) 758-0393
fax: (506) 758-0391
E-Mail: ngrrnd@nbnet.nb.ca
Toll-free: 1-800-964-7763
NGR internet site: http://
schoolnet2.carleton.ca/NGR

To obtain a pamphlet on NGR, write to:

Human Resources Development Canada
Phase IV, 5th floor,
Ottawa, Hull K1A-0J9.
Catalogue # C2-289/1995.

Résumé Net:

Using Résumé Net, students can market themselves to thousands of employers by placing their résumé on this system. Employers will have access to a databank from which to select future employees. Students can highlight their talents, skills and interests on a profile page and be listed with many experienced people from a wide range of backgrounds.

Questions on Résumé Net can be forwarded to:

Jason Belanger (613) 236-9346 (evenings)
Or visit the Résumé Net at:
http://www.capitalnet.com/-résumé

Electronic Labour Exchange:

The Electronic Labour Exchange (ELE) is a new service for the Ottawa Carleton region that is being tested by Human Resources Development Canada. This service can be accessed through the Internet from your home computer or office. ELE can also be accessed at one of the many public computer sites.

Essentially, ELE is a computer based system devised to assist employers in locating candidates and to help job seekers become aware of employment opportunities and to advertise their résumés for up to 30 days.

To access ELE on the Internet, you will need:

- A personal computer equipped with a modem.
- Access to the Internet through a public or commercial provider.
- Appropriate software for Internet use (ie. Mosaic, Netscape, Microsoft Explorer)

For more information (public access sites etc.) please contact the ELE development team at:

Human Resources Development Canada
140 Promenade Du Portage
Portage 1V, 5th Floor
Hull, Quebec K1A 0J9
tel: (613) 954-2004
fax: (613) 994-2085

INDIE:

INDIE or "The Integrated Network of Disability Information and Education" is a new Canadian server on the Internet. It is described by its founders as a one stop resource for information, products and services for the world-wide disability community. This service connects people with disabilities with almost any disability related topic. INDIE is "the world's leading information directory of global disability resources; a virtual one-stop shopping mall for goods and services; an interactive 'how-to' resource for users of the information highway; and a collaborative venture led by national organizations of persons with disabilities her in Canada."

To access INDIE, simply log on and head for the INDIE homepage at: http://indie.ca
You can also e-mail INDIE at info@indie.ca
NEADS has a site on INDIE with lots of great information for students!! The NEADS address is: http://www.indie.ca/neads

SchoolNet:

SchoolNet has been established with a mandate "to work with provincial/territorial ministries of education to help connect all 16,500 schools and 3,400 public libraries across Canada to the information highway by 1998...to help schools and libraries, including post-secondary institutions such as colleges and universities, achieve their educational objectives and improve productivity through electronic networking." SchoolNet can be reached on the internet through two distribution systems: the Gopher and the World Wide Web (WWW). While you need to have an internet account to access SchoolNet, many schools and libraries across Canada can already provide you with access. The Gopher site, in English is schoolnet.carleton.ca or rsc.carleton.ca — which is the French site.

While there is a wealth of information available from SchoolNet, students with disabilities considering the transition from school to work will be particularly interested in the Summer Employment Database. The database allows you to browse job listings that have been created and are updated directly by employers. There is also a Special Needs Network which provides services specific to students, parents, teachers, schools with respect to the education of young people with disabilities. In addition, SchoolNet can enable you to connect with your friends and other students at schools throughout Canada.

Utilizing Assistive Devices and Technologies in School and Workplace Settings

Utilizing Assistive Devices and Technologies in School and Workplace Settings

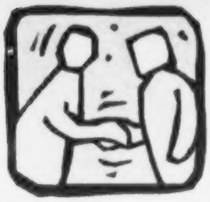
Depending on your disability, you may require a little help from assistive devices and technologies in school and workplace settings. Deaf students commonly use TTYs to communicate by telephone, students who are blind or visually impaired may access printed materials in different formats such as Braille, audio tape, and large print. These same students can use adaptive computer equipment to assist with the preparation of papers and reports. In many cases, technologies that benefit a student with one type of disability, can benefit those with other types of disabilities. Students with learning disabilities may also utilize computer technology and specialized software to overcome difficulties with reading, writing and numeracy.

If you would like to learn more about technologies that are available to assist you in various endeavours, you may want to contact IBM in Toronto. Through its Special Needs Programs area, the company has published a book called *Computer Based Assistive Technology Resource Guide*. The guide "helps identify products which may assist individuals with disabilities to access IBM personal computers...(the) guide is divided into sections that describe and list software and hardware that may be of interest to individuals with a variety of assistive technology needs...Each section is organized into subsections that list hardware/software by function. Names of manufacturers are listed at the end of each main section."

The guide is available free of charge by calling: IBM Canada Ltd., Special Needs Programs, 3600 Steeles Ave. East, Department E5/270, Markham, Ontario, L3R 9Z7, Voice: 1 (800) IBM-4YOU, TTY: 1 (905) 316-4095, Fax: 1 (905) 316-3157.

Once you have an idea of the type of job you are looking for, you might want to spend some time thinking about the type of technical aids and job accommodations that you may need. You know the types of assistance you will need for your particular disability. Many workplace accommodations are available to your future employer at little or no cost to the organization and this information needs to be relayed to your future employer. Some of the fears around hiring a person with a disability stem from a belief that this person will cost the organization a lot of money. In fact, most accommodations are low cost or no-cost to the employer. Up-to-date information on technical aids and job accommodations is available from many organizations providing services for people with disabilities. Please consult the list of organizations providing services for people with disabilities at the back of the Resource Package.

Volunteering to Enhance Employment Opportunities



Volunteering to Enhance Employment Opportunities

If you are a recent graduate and you have not had very much work experience, a good way to develop some skills and to acquire relevant experience, is to volunteer your services in the area that you have trained for in your career. It is important to consider carefully the location in which you will volunteer because future employers will be looking for relevant work experience.

In today's tough job market, job seekers are becoming more and more innovative and constructive in finding ways to re-enter the world of work and maintain their focus through longer periods of unemployment. Volunteering used to be an activity exclusively for people who had no need for paid work or time to give freely to the community after working hours. Now there are so many people who can't find paid work and who have a lot of empty time on their hands; volunteering has taken on a different purpose. Although there is no guarantee that volunteering will lead to paid work in the new labour market, a good volunteer placement has its purpose for job seekers and can offer some worthwhile advantages.

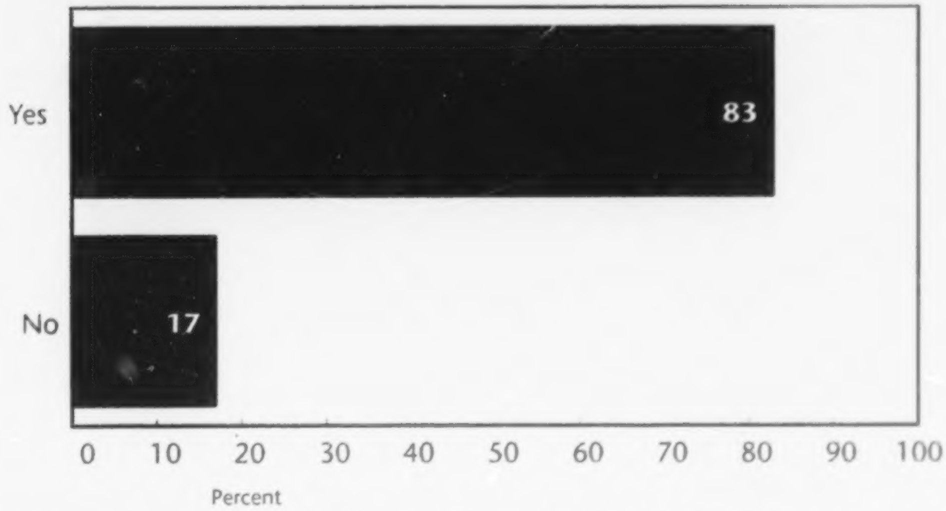
> *"My volunteer work gave me valuable- skills and helped me to get the job that I have today."*

Volunteering will give you opportunities in the following respects:

- When re-entering the work force after a long period of study in school volunteering can help you get into the routine again.
- It looks good on a résumé and counts as experience and a reference!
- It allows you to acquire practical work experience in your area of expertise.
- You will meet people in your field with similar interests. As you begin to network with these people, they will begin to know that you are looking (or will be looking) for paid employment at some point. Your work will speak for itself. Your talents will be recognized and remembered by those you have worked with.
- You will start becoming aware of future employment opportunities.
- You will be able to plot your volunteer experience on your résumé. Be careful not to under value your work as "only volunteer experience." Your work and your contributions have been a valuable asset to the organization you have donated your time to.
- You will have a sense of accomplishment by contributing to your community. Your contributions will do wonders for your self esteem! By becoming involved, you will feel connected to and valued by your peers.
- You may just be able to secure paid work for yourself with the organization you are donating your time to at some point in the future.
- You will help make your future transition into the labour market a little bit smoother. Someone with experience will always be hired before someone who doesn't have any experience. Every edge that you can give yourself in today's market is important.
- You will be able to cultivate skills while you are volunteering.

In NEADS' *Employment Opportunities for Post-Secondary Students and Graduates With Disabilities: A National Study,* respondents were asked if they had been involved in unpaid voluntary work such as teaching, coaching, fundraising, working for an advocacy group etc. in the past five years. A full 72.9% of the sample reported that they had had such experience over the past five years. Respondents were then asked: "Do you believe that the skills you acquired in your unpaid volunteer work have been or could be useful to you in your work or in obtaining paid employment?" A full 48.2% of those who had had voluntary experience in the past five years reported that voluntary work was useful in working or obtaining paid work.

83% of those who indicated whether voluntary experience was useful or not, stated that the skills gained through volunteer work were useful in working or in obtaining paid work, while only 17% stated that the skills from voluntary work were not useful.



Voluntary work skills useful in paid employment or obtaining paid employment

Employment Opportunities for Post-Secondary Students and Graduates with Disabilities: A National Study, July, 1996.

Please refer to the following list of volunteer agencies in your area:

(this list was provided by the Carleton University Volunteer Centre.)

Pierre Gendron
Centre d'action bénévole d'Aylmer
3 Park Street
Aylmer Quebec J9H 4J5
(819) 684-2242
fax (819) 682-2641

Kirsten McLean
Volunteer Centre Belleville
204 William Street
Belleville Ontario K8N 3K3
1-613-969-8862
fax 1-613-969-2826

Betty Haley
Community Volunteer Bureau
P.O. Box 1813
101-187 King Street West
Brockville Ontario K6V 6K8
1-613-342-7040
fax 1-613-342-7831

Johanne Carrière
Centre d'action bénévole de Cornwall
1150 Montreal road
Cornwall Ontario K6H 1E2
1-613-932-9106
fax 1-613-932-6001

Jacques Doré
Centre d'action bénévole de Gatineau
42 ave Gatineau
Gatineau Quebec J8T 4J3
1-819-568-0747
fax 1-819-568-1740

Marie Thérèse
Reseau Action Bénévole
Charbonneaude Prescott et Russell
331, Rue McGill
Hawkesbury Ontario K6A 1P9
1-800-267-0853
fax 1-613-632-7581

Brian Stratton
Community Volunteer Centre
serving Frontenac, Lennox & Addington
1140 Princess Street
Kingston Ontario K7M 3E5
1-613-542-8512
fax 1-613-542-8216

Mary Ellen Lee
Perth and District Volunteer Bureau
Stewart Wilson Street West
Perth Ontario K7H 2M7
1-613-264-9032 or fax 1613-267-4997

Kay Lorentti
Renfrew Volunteer Centre
326 Raglan Street South
Renfrew Ontario K7V 4E7
1-613-432-2486
fax 1-613-432-6449

Carol Ariss
Cambridge Volunteer Bureau
Dickson Centre - 2nd Floor
Cambridge Ontario H1C 1E9
(519) 623-0423
fax (519) 623-9298

Jan Bonnefoy
Tri Municipal Volunteer Bureau
P.O. Box 3011
Kenora Ontario P9N 3X4
(807) 468-5848
fax (807) 467-2132

Suzanne Christie
Volunteer Centre of Peel
30 Eglington Avenue West, suite 7
Mississauga Ontario L5R 3E7
(905) 568-2660
fax (905) 568-1898

Jerri Chute
Volunteer Orillia
18 West Street North, suite 201
Orillia Ontario L3V 5B8
(705) 327-1383
fax (705) 689-8381

Reva Cooper
Volunteer Action of Kitchener-Waterloo and Area
89 Caroline Street South
Waterloo Ontario H2L 1X4
(519) 742-8510
fax (519) 742-0559

Joanne Cooper
Volunteer Centre of Metropolitan Toronto
344 Bloor Street West, Suite 20
Toronto Ontario M5S 3A7
(416) 961-6888
fax (416) 961-6859

Coordinator
City of Toronto Branch - Retirement Plus
344 Bloor Street West, suite 207
Toronto Ontario M5S 3A7
(416) 961-6888

Coordinator
Markham Neighbourhood Support Centre Inc.
27 Wellington Street West
Markham Ontario L3P 1A3
(416) 471-1620

Coordinator
The Vancouver Volunteer Centre
Suite 301, 3102 Main Street
Vancouver B.C. V3T 3G7
(604) 875-9144

Coordinator
Victoria Volunteer Bureau
211-620 View Street
Victoria B.C. V8W 1J6
(604) 386- 2267

Coordinator
The Volunteer Action Centre
9844-110 Street
Edmonton Alta. T5K 1J2
(403) 482-6431

Coordinator
Volunteer Information Training Centre
No. 216, 1933 8th Avenue
Regina Sask. S4R 1E9

Coordinator
The Volunteer Centre of Winnipeg
3rd Floor, 5 Donald Street
Winnipeg Man. R3L 2T4
(204) 477-5180

Coordinator
Fédération des Centres D'Action Bénévole du Québec
928 St. Joseph Est
Montréal P.Q. H2J 1K6
(514) 524-7515

Coordinator
Metro Volunteer Resource Centre
P.O. Box 5066
Armdale N.S., B3L 4M6
(902) 423-1368

Debbie Leblanc
Moncton Volunteer Centre
Suite 406, 236 St. Georges St.
Moncton N.B. E1C 1W1
(506) 857-8005

Coordinator
Volunteer Resource Council
81 Prince Street
Charlottetown P.E.I. C1A 4R3
(902) 892-3790

Coordinator
Community Services Council
P.O. Box 5116
St. John's Nfld. A1C 5Z3
(709) 753-9860

Coordinator
Dryden Volunteer Bureau
54 Kirkpatrick Avenue
Dryden Ontario P8N-2G3
(807) 223-5995

Marissa Gelfussa
Centre d'Action Bénévole Montréal
235 rue St. Jacques
Montréal P.Q. H2Y 1M6
(514) 842-3351
fax 842-8977

Coordinator
Volunteer Bureau
8 Albert Street East
Sault Ste. Marie Ontario P6A 2H6
(705) 949-6565
fax (705) 759-5899

Coordinator
Central Volunteer Bureau of Brantford
101 Wellington Street, P.O. Box
Brantford Ontario N3T 5Y6
(519) 756-4242
fax (519) 756-7424

Coordinator
Burlington Volunteer Centre
760 Brant Street, Suite 406
Burlington Ontario L7R 4B7
(905) 639-4804
fax (905) 632-0778

Coordinator
Voluntary Action Centre of
Hamilton & District
627 Main Street East
Hamilton Ontario L8M 1J5
(416) 523-4444
fax (416) 523-7465

Coordinator
Central Volunteer Bureau
409 King Street
London Ontario N6B 1S5
(519) 438-4155
fax (519) 438-9938

Coordinator
Niagara Falls Volunteer Bureau Inc.
5017 Victoria Ave
Niagara Falls Ontario L2E 4C9
(416) 357-0300

Coordinator
North Halton Volunteer Bureau
164 Guelph Street
Georgetown Ontario L7G 4A6
(416) 877-3219

Coordinator
Oakville Volunteer Bureau
1515 Rebecca Street Suite 301
Oakville Ontario L7L 5G8
(416) 849-3163

Joan Cowlishaw
East York Branch
45 Overlea Blvd. Suite 8-4
East York Ontario M4N 1C3
(416) 467-1327
fax (416) 467-6910

Elaine Eastman
Volunteer Centre - Halton
c/o Halton Social Planning Council
Burlington Ontario L7R 4B7
(905) 639-4804
fax (905) 632-0778

Betty Forward
Helpmate Volunteer Bureau
10100 Younge Street, Suite 309
Richmond Hill Ontario L4C 1T8
(905) 884-3839
fax (905) 737-8327

Maureen Gray
Northumberland Volunteer Bureau
P.O. Box 7 R.R. #2
Roseneath Ontario K0K 2X0

Mike Hamelin
United Way of Windsor-Essex
County Volunteer Bureau
1695 University Avenue West
Windsor Ontario N9B 1C3
(519) 258-3033
(519) 258-2346

Diana Jones
Scarborough Branch
390 Kingston Road Suite 205 A
Scarborough Ontario M1M 1P2
(416) 264-2308
fax (416) 264-2300

Ann Lanning
Volunteer Bureau of Markham
98 Church Street
Markham Ontario L3P 2M4
(905) 471-1620
fax (905) 471-1622

Angie Lichty
Community Volunteer Centre -
Dryden
155 Duke Street
Dryden Ontario P8N 3J1
(807) 223-5995
fax (807) 223-4404

Charlotte Mandolesi
Volunteer Centre
8 Albert Street East
Sault Ste. Marie Ontario
P6A 2H6
(705) 949-6565
fax (705) 759-5899

Kirsten McLean
Volunteer Centre - Belleville
240 William Street
Belleville Ontario K8N 3K3
1-969-8862
fax 1-969-2862

Stephanie Milanese
Etobicoke Branch
Princess Margaret Junior School
Etobicoke Ontario W9A 1B2
(416) 236-0683
fax (416) 236-0685

Jan Oliver
Timmins Volunteer Centre
85 Pine South, suite 04
Timmins Ontario P4N 2K1
(705) 264-9765
fax (705) 264-9767

Martha Parker
Volunteer Centre of Calgary
610-940 Sixth Avenue S.W.
Calgary Alberta T2P 3T1
(403) 265-5633
fax (403) 265-8981

Rory Patten
Volunteer London
409 King Street
London Ontario N6B 1S5
(519) 438-4155
fax (519) 438-9938

Joan Pearson
Fort Frances Volunteer Bureau
428 Victoria Avenue
Fort Frances Ontario P9A 2C3
(807) 274-9555/5456
fax (807) 274-9540

Esther Pifko
North York Branch
345 Wilson Ave. suite 306
North York Ontario M5H 1T1
(416) 631-6117
fax (416) 631-6836

Sandra Plavinskis
Niagara Falls Volunteer Bureau
5017 Victoria Ave.
Niagara Falls Ontario L2E 4C9
(905) 357-0300

Rose Potvin
National Voluntary Organizations
P.O. Box 15812, Station F
Ottawa Ontario K2C 3S7

Vanessa Rigault
York Branch
Rawlinson Community School
Toronto Ontario M6E 3C7
(416) 658-6160
fax (416) 658-1709

Marilyn Shaver
Volunteer Brant
233 Colborne Street, suite 1034
Brantford Ontario N3T 2H4
(519) 756-4242
fax (519) 756-7424

Rebecca Simkin
Volunteers Etobicoke
590 Rathburn Road, Room 13
Etobicoke Ontario M9C 3T4
(416) 620-7837
fax (416) 620-7838

Janice Skyvs
Volunteer Sudbury
66 Elm Street, Suite 111
Sudbury Ontario P3C 1R8
(705) 674-4636
fax (705) 674-4038

Joanna Slaunwhite
Halifax Metro Volunteer Resource Centre
5735 Lackeeville
Halifax Nova Scotia
(902) 423-1368

Karen Stewart
Volunteer Action Centre of Thunderbay
105 North May Street, suite 116
Thunder Bay Ontario P7C 3N9
(807) 623-8272
fax (807) 622-6435

Brian Stratton
Kingston Community Volunteer Bureau
1440 Princess Street
Kingston Ontario K7M 3E5
(613) 452-8512
fax (613) 542-8216

Lorraine Street
Volunteer Ontario
2 Dunbloor Road
Etobicoke Ontario M9A 2E4
(416) 236-0590
fax (416) 236-0590

Liz Weaver
Volunteer Centre of Hamilton & District
627 Main Street East, Suite 206
Hamilton Ontario L8M 1J5
(416) 523-4444 fax (416) 523-7465

Barbara Wilson
Volunteer & Information Peterborough
229 King Street
Peterborough Ontario K9J 2R8
(705) 743-2523

Appendix

Contacts For Disabled Student Services At Universities and Colleges Across Canada

Universities

Director, Disability Resource Centre
University of British Columbia
1874 East Mall
Vancouver, British Columbia
V6T 1Z1
tel. (604) 822-5844 or
(604) 822-9049 (TTY)

Wendy Keenlyside
Liaison Officer
Disability Resource Centre
University of British Columbia
1874 East Mall
Vancouver, British Columbia
V6T 1Z1
tel. (604) 822-5487 or
(604) 822-9049 (TTY)

Paul Thiele
Director, Crane Resource Centre
University of British Columbia
1874 East Mall
Vancouver, British Columbia
V6T 1Z1
tel. (604) 822-6111 (Voice and TTY)
e-mail address: crane@unixg.ubc.ca

Susan Keen
Career Access, Disabled Students
University of Northern British Columbia
3333 University Way
Prince George, British Columbia
V6T 1Z1
tel. (604) 960-6355

Bruce Mesman
Disability Services
Open Learning Agency
4355 Mathissi Place
Burnaby, British Columbia
V5G 4S8
tel. (604) 431-3043 or
(604) 431-3361 (TTY)
e-mail address: bruceme@ola.bc.ca

Eileen Lennox or Tony Botelho
Centre for Students With Disabilities
Simon Fraser University
Office of the Director, Student Services
Burnaby, British Columbia
V5A 1S6
tel. (604) 291-5381 or
(604) 291-3112
e-mail address: Botelho@sfu.ca

Judith Osborne
Associate Vice-President Academic
Academic Office
Simon Fraser University
Burnaby, British Columbia
V5A 1S6
tel. (604) 291-4639 or
(604) 291-5876 (fax)

Dave Stinson
Director of Computer Programs and Special Student Services
Trinity Western University
7600 Glover St.
Langley, British Columbia V2Y 1Y1
tel. (604) 888-7511 local 2401 or
(604) 882-5336 (fax)

Patricia Brooke
Coordinator, Special Student Programs
Student and Ancillary Services
University of Victoria
P.O. Box 3025
Victoria, British Columbia
V8W 3P2
tel. (604) 721-8743 or
(604) 721-6610 (fax)
e-mail address:
pbrooke@uvvm.uvic.ca

Susan Buttnor
Transitional Facilitator
Student and Ancillary Services
University of Victoria
P.O. Box 3025
Victoria, British Columbia
V8W 3P2
tel. (604) 721-8743

Marion Vosahlo
Director
Office of Services For Students With Disabilities
University of Alberta
2800 SUB
Edmonton, Alberta T6G 2J7
tel. (403) 492-3381 or
(403) 492-7269 (TTY)

Program For Students With Learning Disabilities
Contact Dr. Asha Finha
c/o Marion Vosahlo, Director
Office of Services For Students With Disabilities
University of Alberta
2800 SUB
Edmonton, Alberta T6G 2J7
tel. (403) 492-3381 or
(403) 492-7269 (TTY)

Dr. Michael Rodda
Coordinator
Western Canadian Centre of
Deafness Study
6-102 Education North
University of Alberta
Edmonton, Alberta T6G 2G3
tel. (403) 492-5213 (Voice) or
(403) 492-4558 (TTY)

Christine Nelson
Access and Community Programs
Athabasca University
Box 10,000
Athabasca, Alberta TOG OBO
tel. (403) 675-6111
Michael J. Neville
Registry Office
Athabasca University
Box 10,000
Athabasca, Alberta TOG 2RO
tel. (403) 675-6374

Bill Gaudette
Disabled Student Services
Athabasca University
3rd Floor, 1040-7th Ave. S.W.
Calgary, Alberta T2P 3G9
tel. (403) 421-8700

Services for Students With
Disabilities
University of Calgary
2500 University Drive, N.W.
Calgary, Alberta T2N IN4
tel. (403) 220-6918

B.E. Melbourne
Administrative Assistant
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"I stopped in to see the people at special needs at the University. They helped me by providing me with extra time on my exams and note taking (which was a great service). They helped me when I had problems like trying to find a summer job, they gave me ideas on where to apply. They gave me information on scholarships. I would say that you have to search for these things, you have to know that they are out there and you can't be afraid to use them. I know that there are a lot of students that are afraid to use the services. It is almost as if there is a stigma attached to using them, but really what it is, is that they are helping you gain your independence and I think that this is very important."

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For further reference please refer to: Canadian Federation of Students': *Student Association Directory*, Association of Universities and Colleges of Canada's: *The Directory of Canadian Universities*, and the Canadian Education Association's: *Handbook*. This list was updated in July, 1996.

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Disabled Student Society
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* Students with disabilities sit on student government and various committees such as "Education Equity Committee," "Endowment Committee," "Campus Recreational Committee" and act as consultants on new campus accessibility projects. Florence is the contact for these committees.

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Reference List: Transition From School To Work Project

Employment Opportunities For Post-Secondary Students and Graduates With Disabilities: A National Study (July, 1996). National Educational Association of Disabled Students (NEADS).

Employment Opportunities For Post-Secondary Students and Graduates with Disabilities: Project Report Number One (November, 1995). National Educational Association of Disabled Students (NEADS).

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